ePEP User Guide

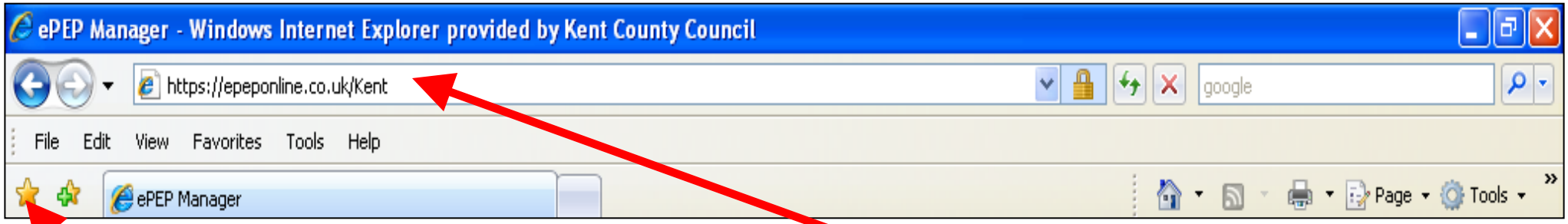
1) Getting Started

This manual is designed to help you navigate the new ePEP System which has replaced the previous paper based system.
The new ePEP enables professionals to prepare, share and analyse information about the Young Person before the PEP meeting. Therefore there will now be more time for meaningful discussion and a tighter focus during the meeting centred on the Young Person's education, progress and forward planning.
The important thing to remember when navigating the new ePEP System is that the ePEP only has three pages before you get to the main body of the PEP.
These pages are your Homepage, the User Overview and the Assessment Overview which acts like a Front Page to the PEP.
This guide will take you through each page, explaining in turn the various features you will use.
At the back of each user guide there are details of everyone's responsibilities within the new PEP as well as flow charts for the journey of an ePEP.

If you need any further help please email us at **VSK_ePEP@kent.gov.uk .**

Please note all names and information used in this guide are made up and in no way reflect any real Kent persons or data.

2) Entering the URL



Please enter the URL https://epeponline.co.uk/kent in the browser bar.

Please **do not** enter it in Google or search for it, as it will not appear due to it being a secure web address.

Top Tip: Save this to your favourites so you can bring the Login screen up easily.

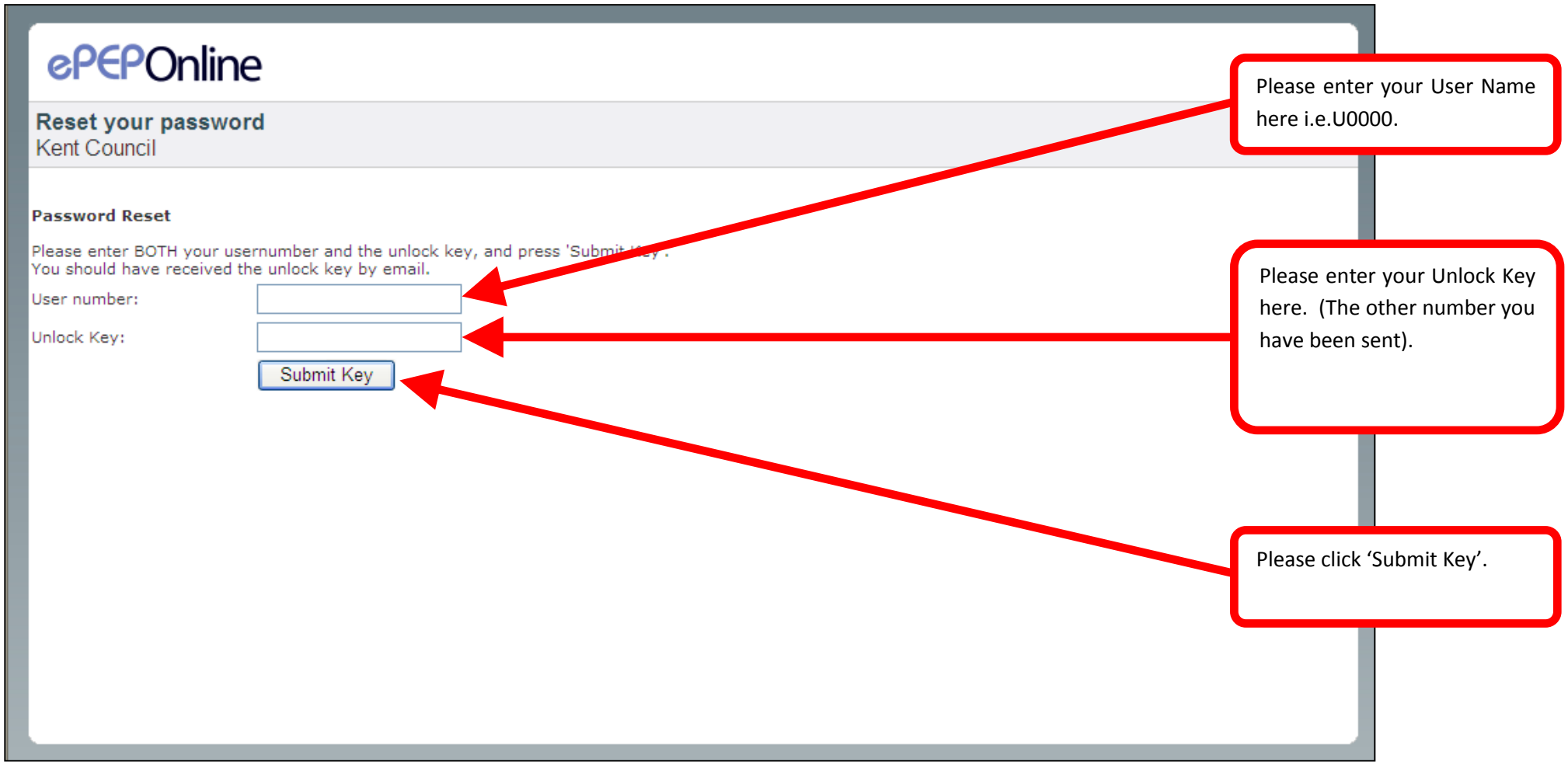
3) Creating a Password

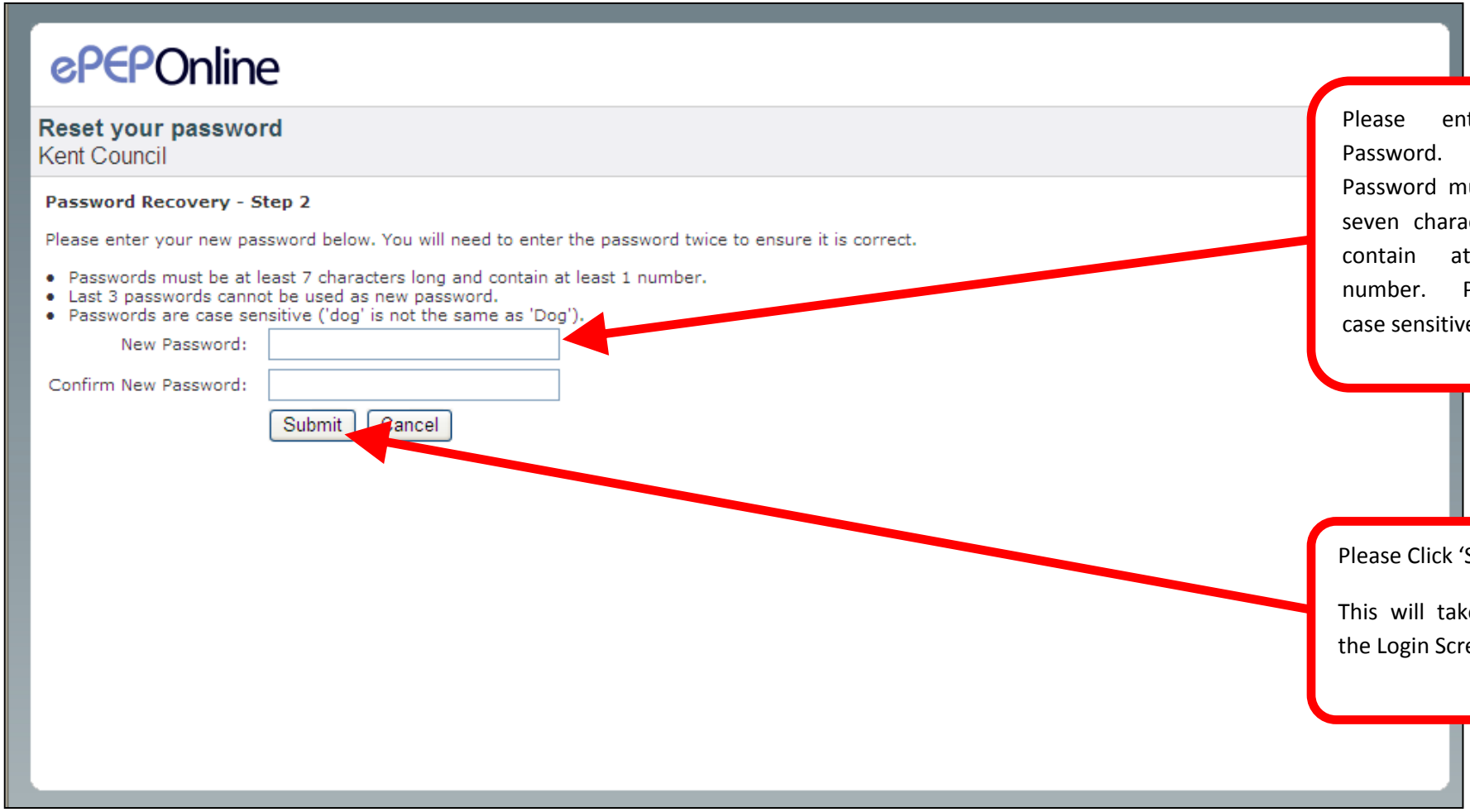
a) Creating a password with U number and Unlock Key

Please have ready your User Name and an Unlock Key that you have been supplied with.
Your User Name should be a U followed by numbers for example U0000.
Your Unlock Key should be a series of numbers for example 123456.

If you have not received these details please email VSK ePEP Admin at VSK_ePEP@kent.gov.uk.
The following instructions will enable you to create a password. You will then be able to access the system.

Please Click 'I HAVE AN UNLOCK KEY'.


ePEPOnline
Reset your password
Kent Council
Password Reset
Please enter BOTH your usernumber and the unlock key, and press 'Submit Key'.
You should have received the unlock key by email.
User number:
Unlock Key:
Submit Key
Please enter your User Name here i.e.U0000.
Please enter your Unlock Key here. (The other number you have been sent).
Please click 'Submit Key'.


ePEPOnline
Reset your password
Kent Council
Password Recovery - Step 2
Please enter your new password below. You will need to enter the password twice to ensure it is correct.
Passwords must be at least 7 characters long and contain at least 1 number.
Last 3 passwords cannot be used as new password.
Passwords are case sensitive ('dog' is not the same as 'Dog').
New Password:
Confirm New Password:
Submit
Cancel

Please enter a New Password. This New Password must be at least seven characters long and contain at least one number. Passwords **ARE** case sensitive.

Please Click 'Submit'.

This will take you back to the Login Screen.

4) Logging In

To Log In please enter your Username.

Please enter the Password you have set.

If you have forgotten your Password please see the troubleshooting section of the Manual.

Please Click 'Login'.

5) Homepage

Top Tip: Click 'Homepage' to bring you back to this page at any time

Actions

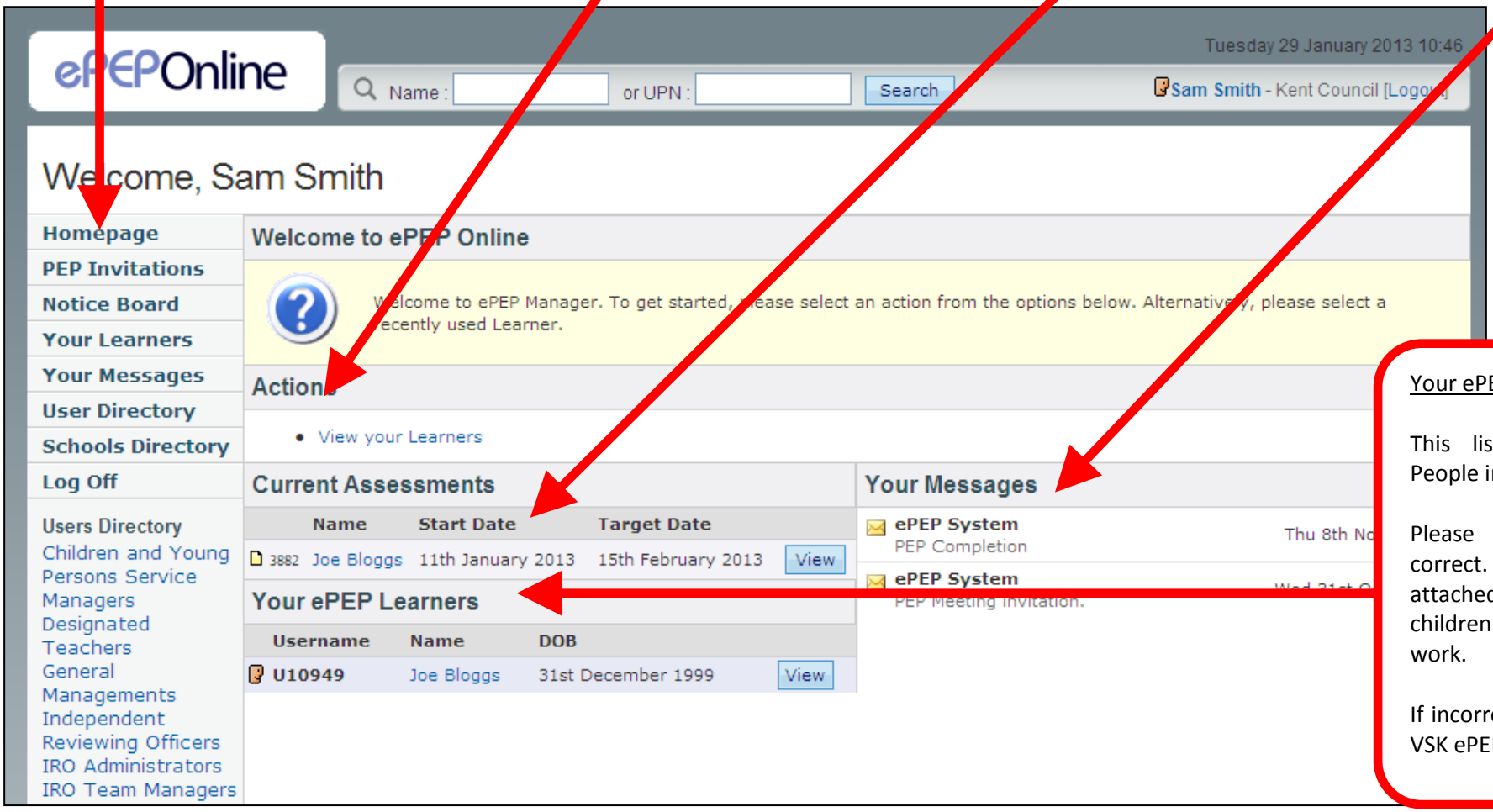
This is where you can click to view all the young people in your care.

Current Assessments

This lists all open PEPs for the Young People in your care.

Your Messages

This is a list of all recent messages for a quick 'at a glance' view.



Your ePEP Learners

This lists all the Young People in your care.

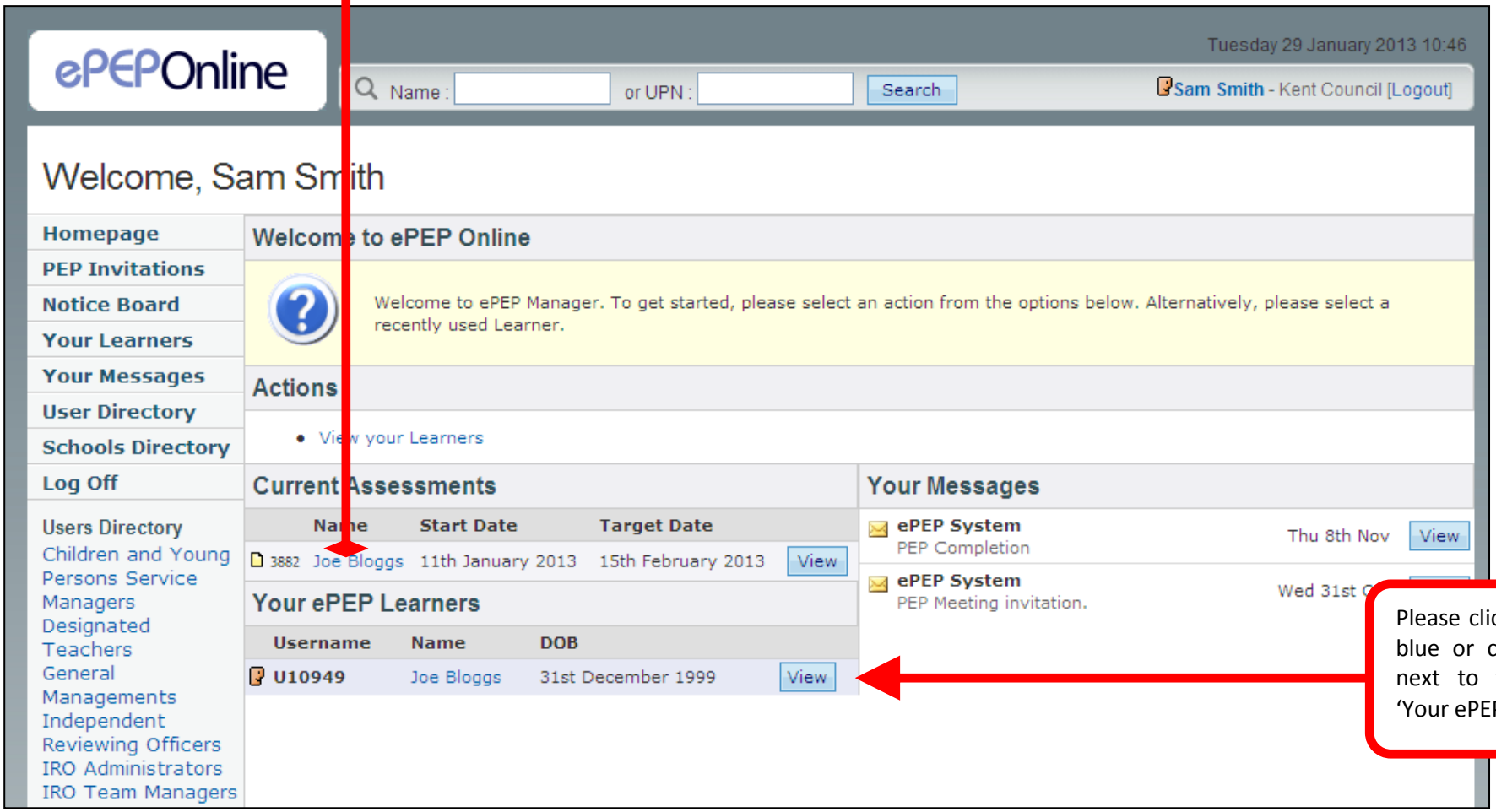
Please check this list is correct. It is vital you are attached to the correct children for the system to work.

If incorrect please email the VSK ePEP team.

6) To get to the User Overview

a) From the homepage

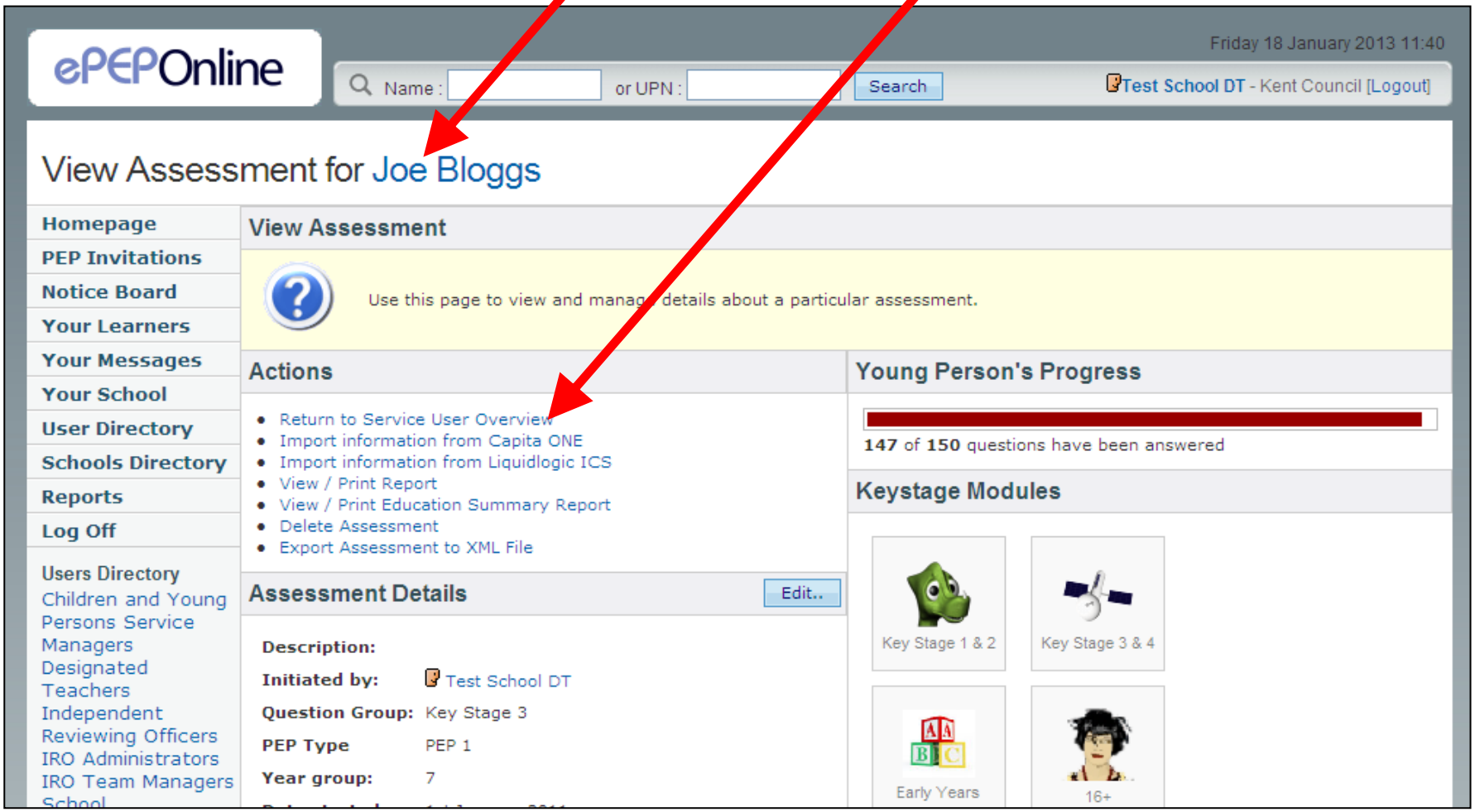
Top Tip: Do not click their name under 'Current Assessments' as this takes you to the Assessment Overview page.



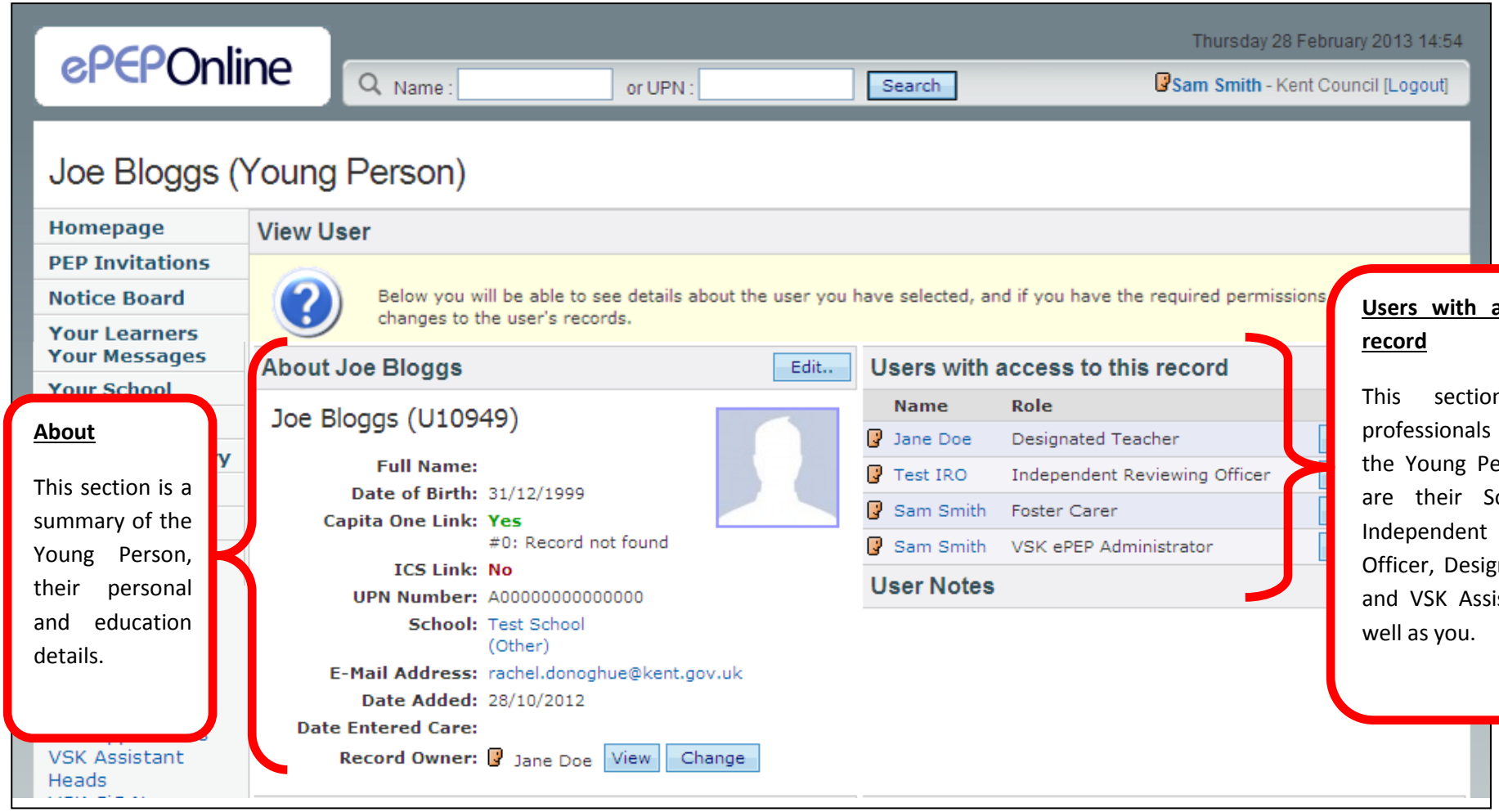
Please click on their name in blue or click the 'view' tab next to their name under 'Your ePEP Learners'.

b) From the assessment overview

To get to the User Overview from Assessment Overview please click the Young Persons name in blue next to 'View Assessment' or click 'Return to Service User Overview in 'Actions'.



7) User Overview



About

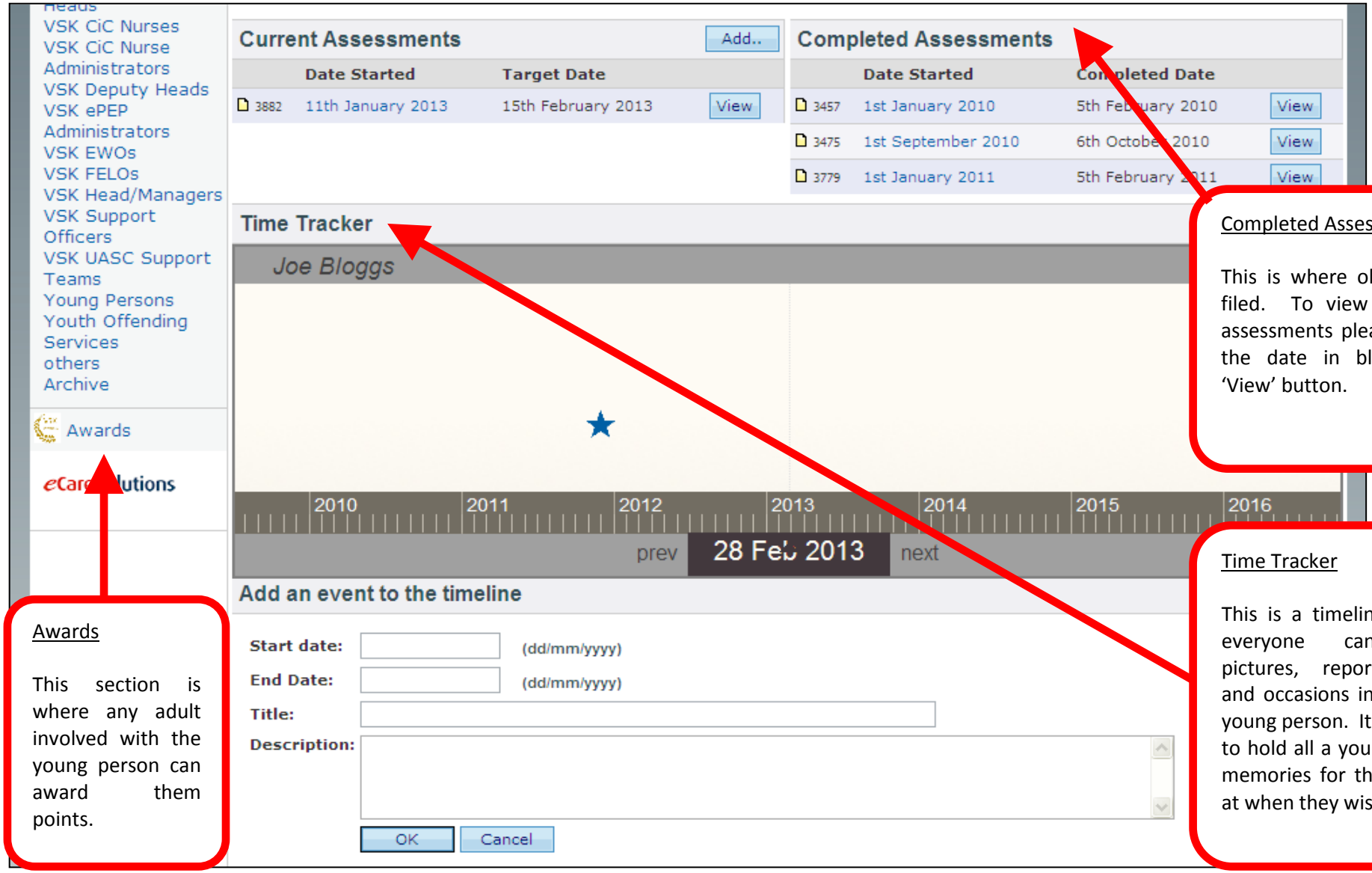
This section is a summary of the Young Person, their personal and education details.

Users with access to this record

This section lists the professionals involved with the Young Person. They are their Social Worker, Independent Reviewing Officer, Designated Teacher and VSK Assistant Head as well as you.

Current Assessments

This is the current PEP. A 'Current Assessment' will appear one month before the PEP Meeting and move to 'Completed Assessments' a week after the PEP meeting. To view a 'Current Assessment' please click on the date in blue or the 'View' button.



Completed Assessments

This is where old PEPs are filed. To view completed assessments please click on the date in blue or the 'View' button.

Time Tracker

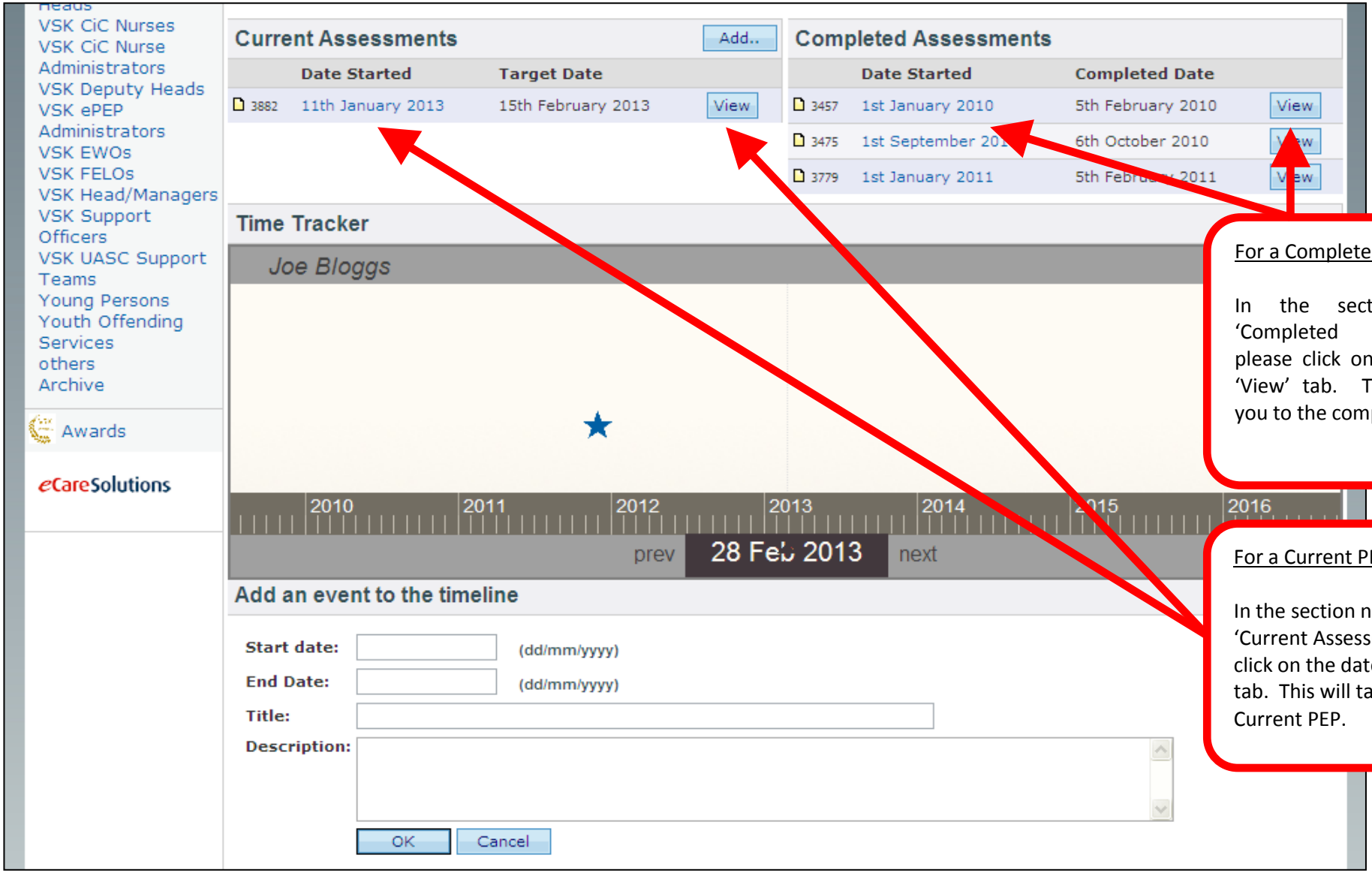
This is a timeline in which everyone can upload pictures, reports, events and occasions involving the young person. It is designed to hold all a young person's memories for them to look at when they wish.

Awards

This section is where any adult involved with the young person can award them points.

8) To get to Assessment Overview

a) From the homepage



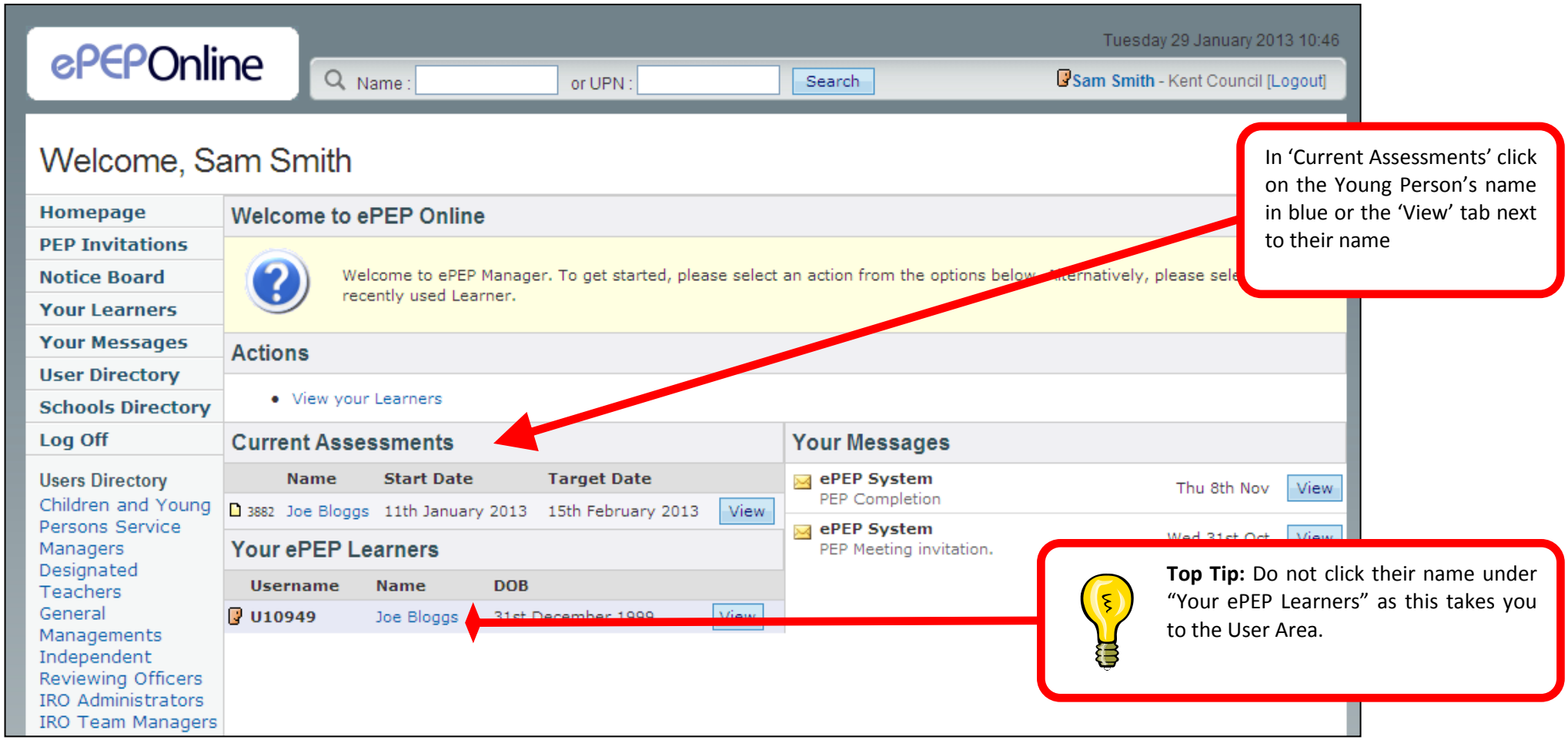
For a Completed PEP

In the section named 'Completed Assessment' please click on the date or 'View' tab. This will take you to the completed PEP.

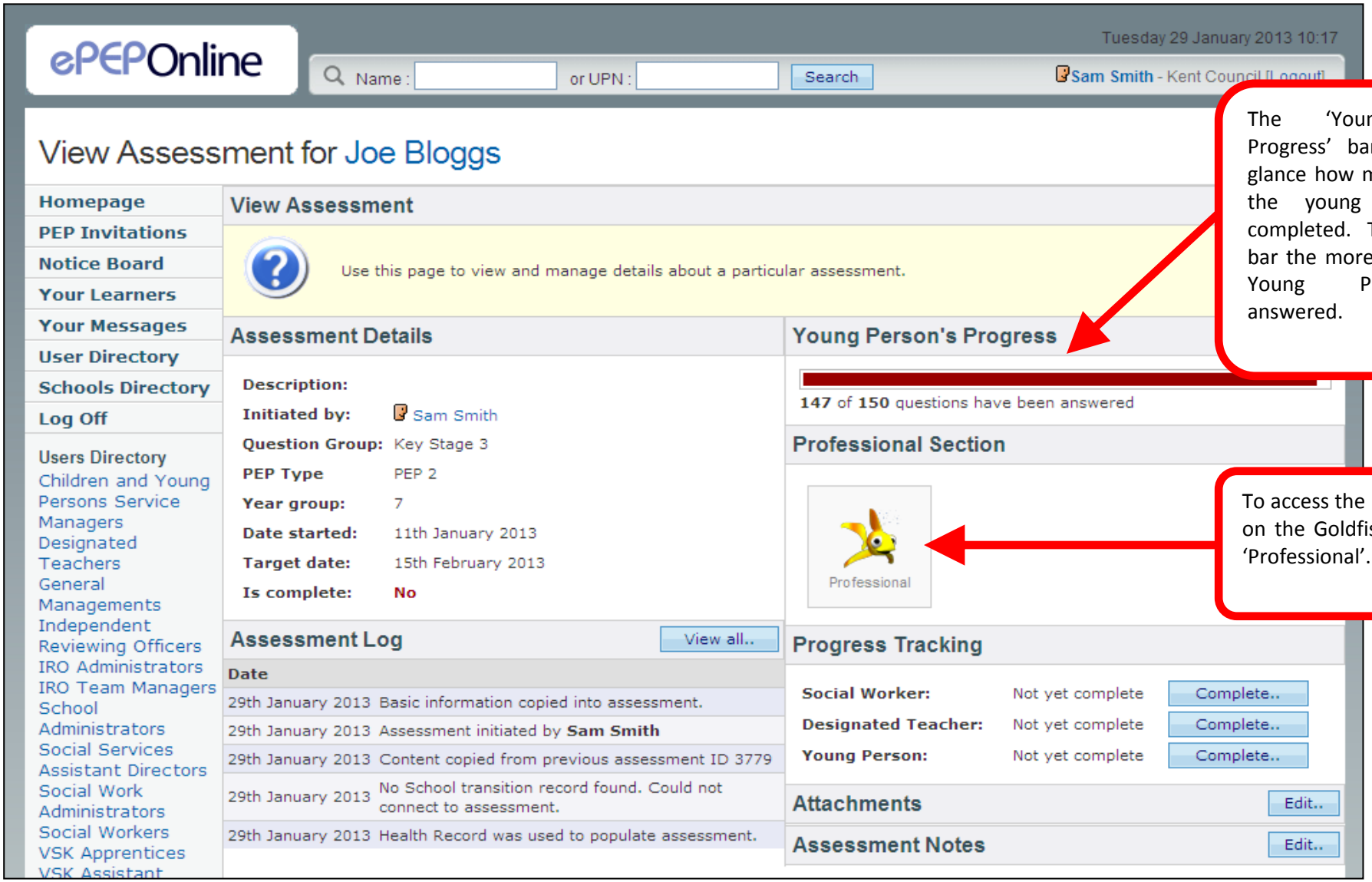
For a Current PEP

In the section named 'Current Assessment' please click on the date or 'View' tab. This will take you to the Current PEP.

b) From service user overview



9) Assessment Overview

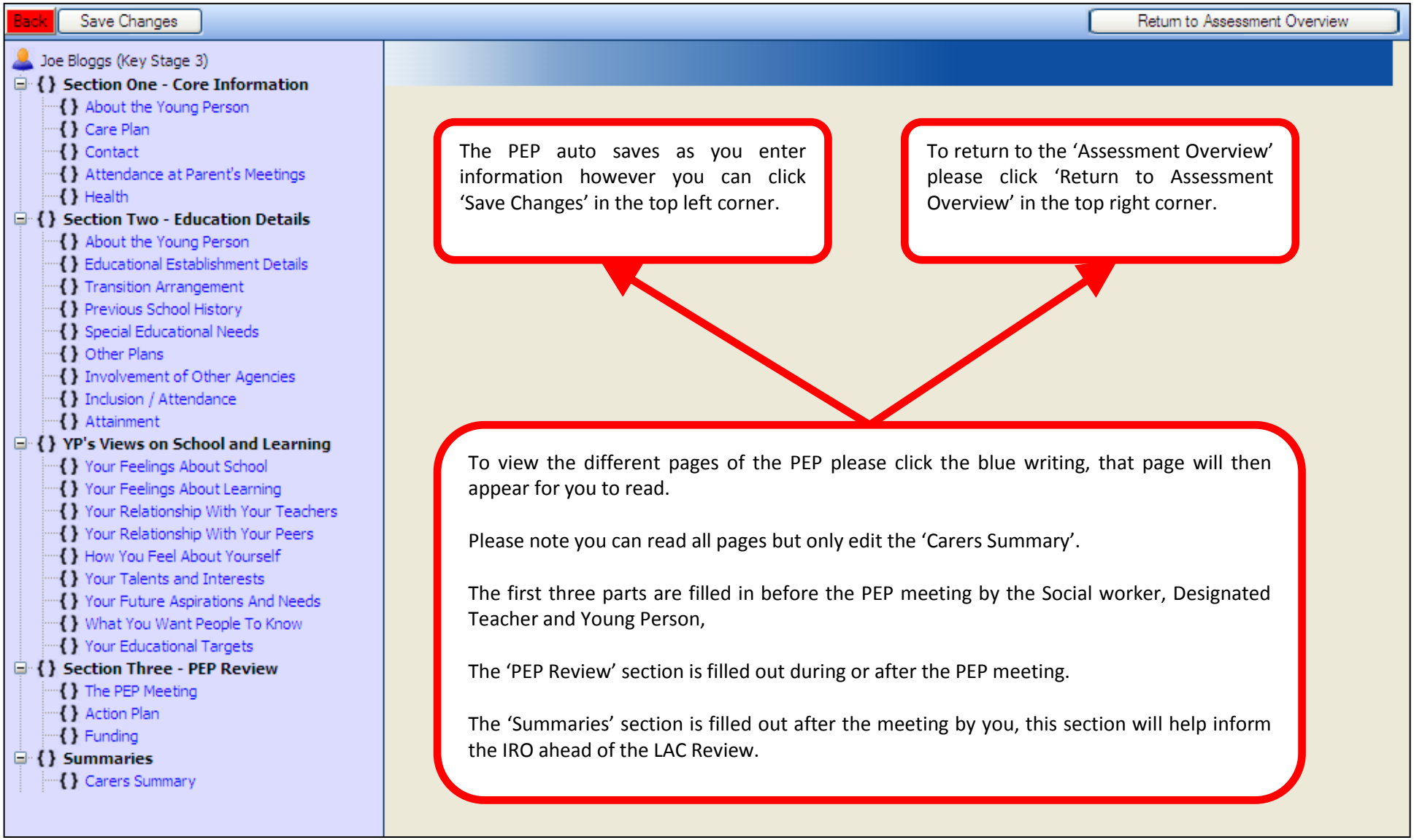


The 'Young Person's Progress' bar shows at a glance how many questions the young person has completed. The redder the bar the more questions the Young Person has answered.

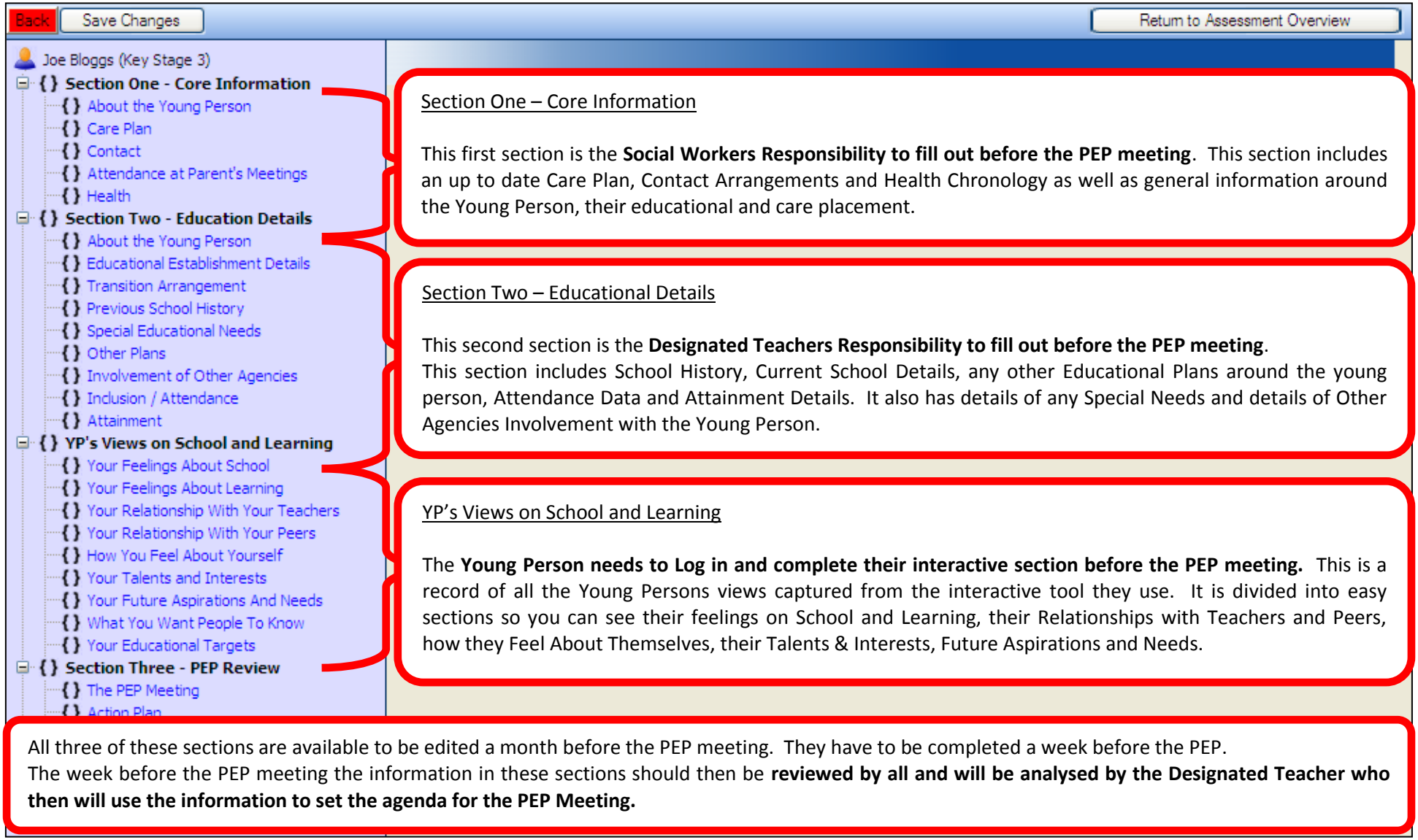
To access the PEP please click on the Goldfish icon marked 'Professional'.

10) The Pep

a) General Information


Back
Save Changes
Return to Assessment Overview
Joe Bloggs (Key Stage 3)
{ } Section One - Core Information
{ } About the Young Person
{ } Care Plan
{ } Contact
{ } Attendance at Parent's Meetings
{ } Health
{ } Section Two - Education Details
{ } About the Young Person
{ } Educational Establishment Details
{ } Transition Arrangement
{ } Previous School History
{ } Special Educational Needs
{ } Other Plans
{ } Involvement of Other Agencies
{ } Inclusion / Attendance
{ } Attainment
{ } YP's Views on School and Learning
{ } Your Feelings About School
{ } Your Feelings About Learning
{ } Your Relationship With Your Teachers
{ } Your Relationship With Your Peers
{ } How You Feel About Yourself
{ } Your Talents and Interests
{ } Your Future Aspirations And Needs
{ } What You Want People To Know
{ } Your Educational Targets
{ } Section Three - PEP Review
{ } The PEP Meeting
{ } Action Plan
{ } Funding
{ } Summaries
{ } Carers Summary
The PEP auto saves as you enter information however you can click 'Save Changes' in the top left corner.
To return to the 'Assessment Overview' please click 'Return to Assessment Overview' in the top right corner.
To view the different pages of the PEP please click the blue writing, that page will then appear for you to read.
Please note you can read all pages but only edit the 'Carers Summary'.
The first three parts are filled in before the PEP meeting by the Social worker, Designated Teacher and Young Person,
The 'PEP Review' section is filled out during or after the PEP meeting.
The 'Summaries' section is filled out after the meeting by you, this section will help inform the IRO ahead of the LAC Review.

b) Responsibility for sections completed before the PEP meeting



Section One – Core Information

This first section is the **Social Workers Responsibility to fill out before the PEP meeting**. This section includes an up to date Care Plan, Contact Arrangements and Health Chronology as well as general information around the Young Person, their educational and care placement.

Section Two – Educational Details

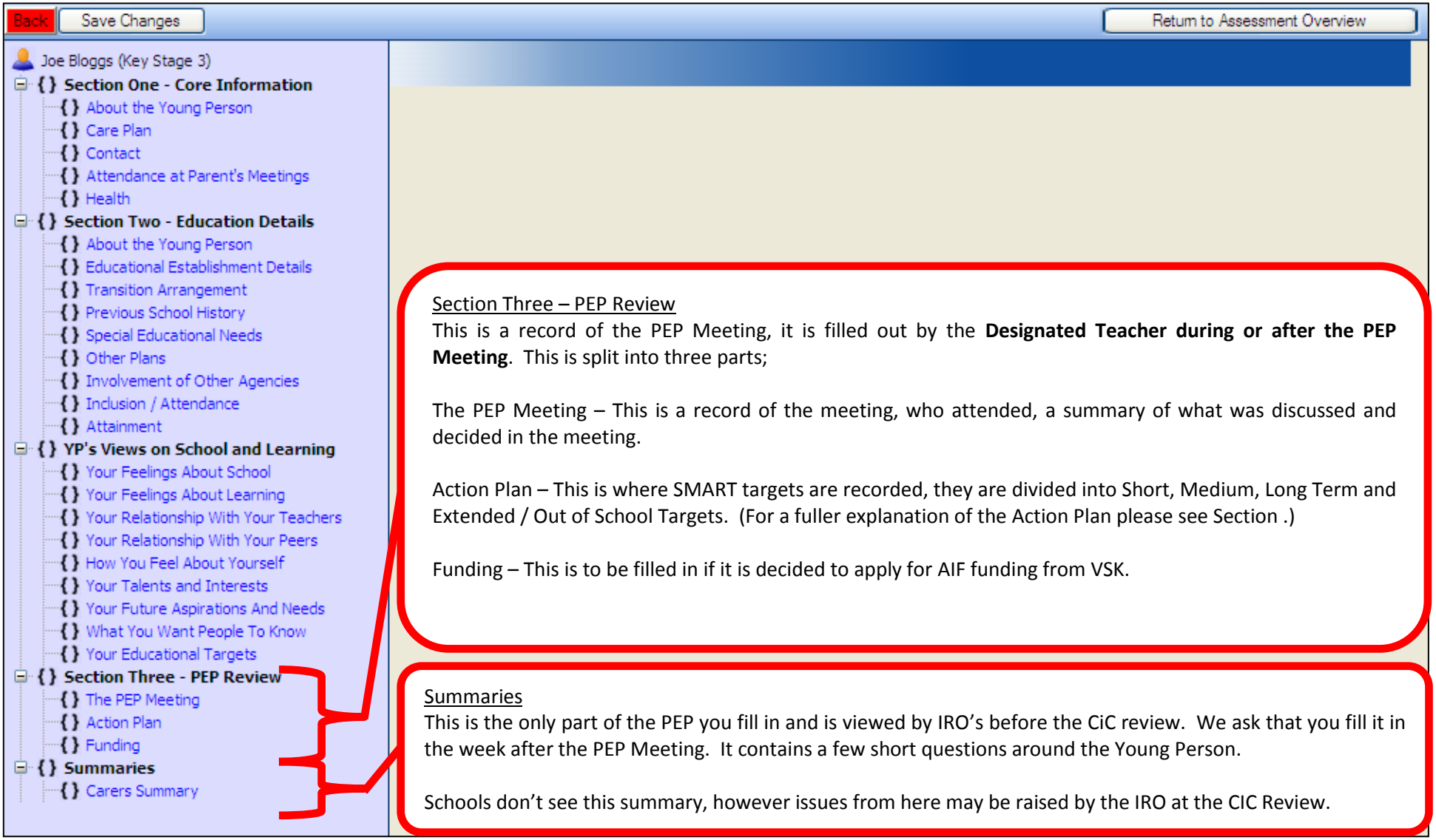
This second section is the **Designated Teachers Responsibility to fill out before the PEP meeting**.
This section includes School History, Current School Details, any other Educational Plans around the young person, Attendance Data and Attainment Details. It also has details of any Special Needs and details of Other Agencies Involvement with the Young Person.

YP's Views on School and Learning

The **Young Person needs to Log in and complete their interactive section before the PEP meeting.** This is a record of all the Young Persons views captured from the interactive tool they use. It is divided into easy sections so you can see their feelings on School and Learning, their Relationships with Teachers and Peers, how they Feel About Themselves, their Talents & Interests, Future Aspirations and Needs.

All three of these sections are available to be edited a month before the PEP meeting. They have to be completed a week before the PEP.
The week before the PEP meeting the information in these sections should then be **reviewed by all and will be analysed by the Designated Teacher who then will use the information to set the agenda for the PEP Meeting.**

c) Responsibility for sections completed during and after the PEP meeting



Section Three – PEP Review

This is a record of the PEP Meeting, it is filled out by the **Designated Teacher during or after the PEP Meeting**. This is split into three parts;

The PEP Meeting – This is a record of the meeting, who attended, a summary of what was discussed and decided in the meeting.

Action Plan – This is where SMART targets are recorded, they are divided into Short, Medium, Long Term and Extended / Out of School Targets. (For a fuller explanation of the Action Plan please see Section .)

Funding – This is to be filled in if it is decided to apply for AIF funding from VSK.

Summaries

This is the only part of the PEP you fill in and is viewed by IRO's before the CiC review. We ask that you fill it in the week after the PEP Meeting. It contains a few short questions around the Young Person.

Schools don't see this summary, however issues from here may be raised by the IRO at the CIC Review.

11) The Young Persons View

a) Homepage

Young People login to and fill out their own section (if needed with the help of an appropriate adult Young People are given their Login Details (User Name and Password) by their Designated Teacher. This Part of the user manual explains what the Young Person will see and fill out.

The two icons on the left take them into the interactive section. This is where they answer the questions that appear in YP's Views on School and Learning in the PEP.

The first icon is for Key Stage 1-2 (Years 1 to 6)

The second icon is for Key Stage 3-4 (Years 7-11)

They can however go into which ever screen they choose, it does not affect questions asked.

They press the 'Logoff' icon when they have finished the ePEP session.

ePEP auto saves all answers they have entered.

This Goldfish icon will take the Young Person to their latest 'Action Plan'.

They can see all their latest targets here as well as all previous targets they have met.

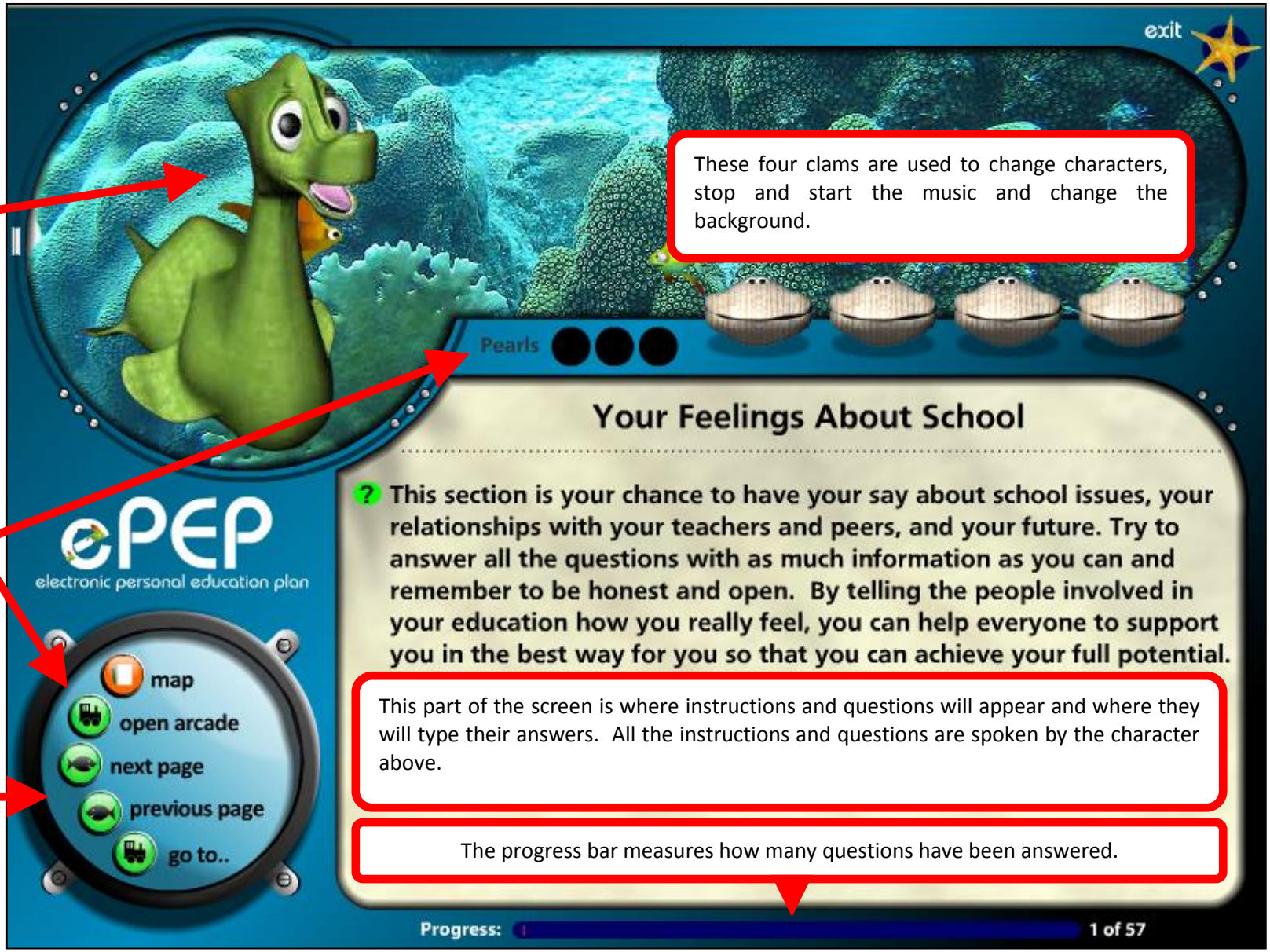
b) Interactive Section: Key Stage 1-2

This is the first view in the Key stage 1-2 interactive section

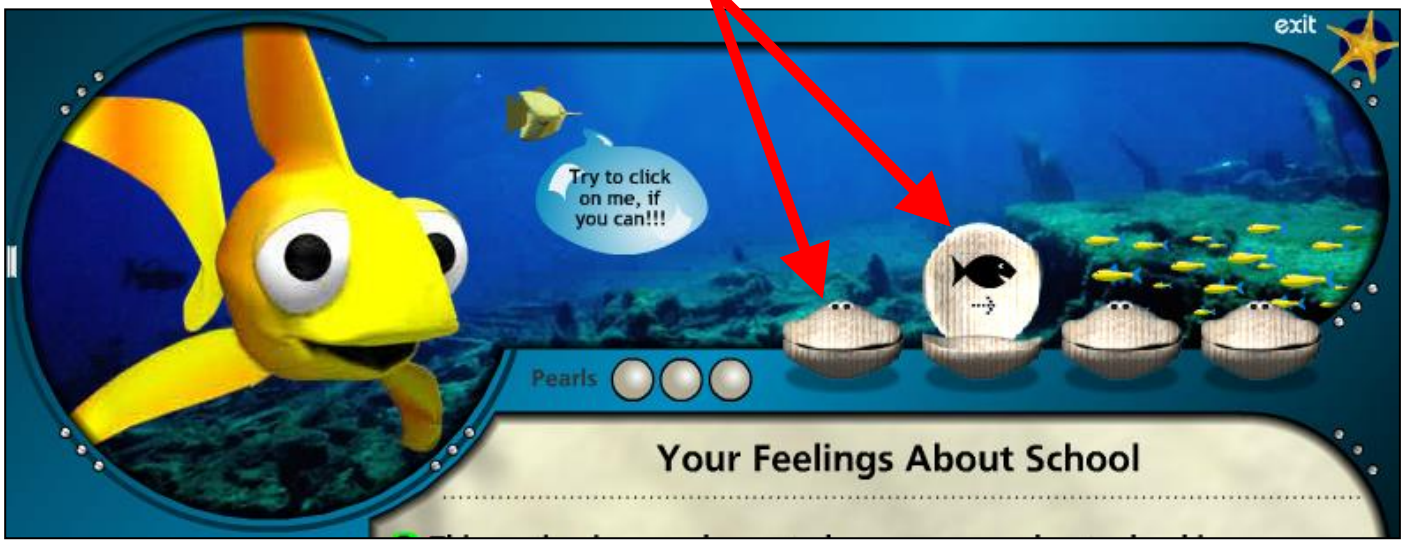
The avatar will ask the Young Person questions as they click through.

As they answer questions the Young Person collects 'pearls'. When they have collected all three they can play an arcade game.

The Menu Bar on the bottom left hand side helps to navigate the system.

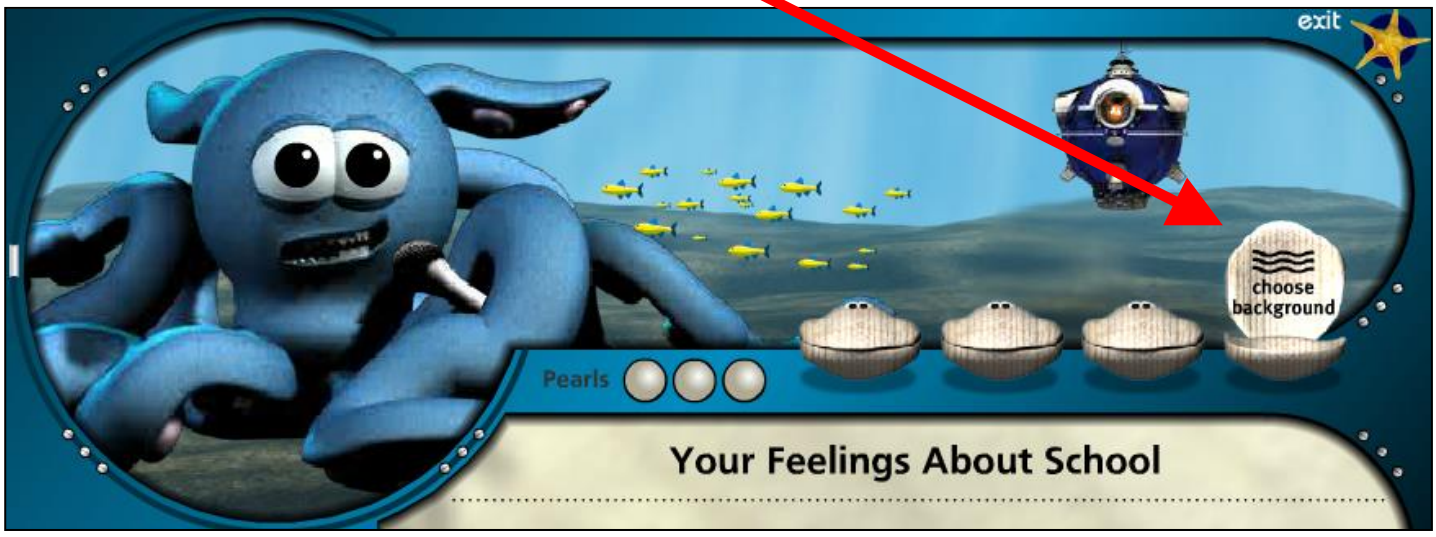

exit
These four clams are used to change characters, stop and start the music and change the background.
Pearls
Your Feelings About School
ePEP
electronic personal education plan
This section is your chance to have your say about school issues, your relationships with your teachers and peers, and your future. Try to answer all the questions with as much information as you can and remember to be honest and open. By telling the people involved in your education how you really feel, you can help everyone to support you in the best way for you so that you can achieve your full potential.
map
open arcade
next page
previous page
go to..
This part of the screen is where instructions and questions will appear and where they will type their answers. All the instructions and questions are spoken by the character above.
The progress bar measures how many questions have been answered.
Progress:
1 of 57

The first two clams navigate backwards and forwards through the different characters.

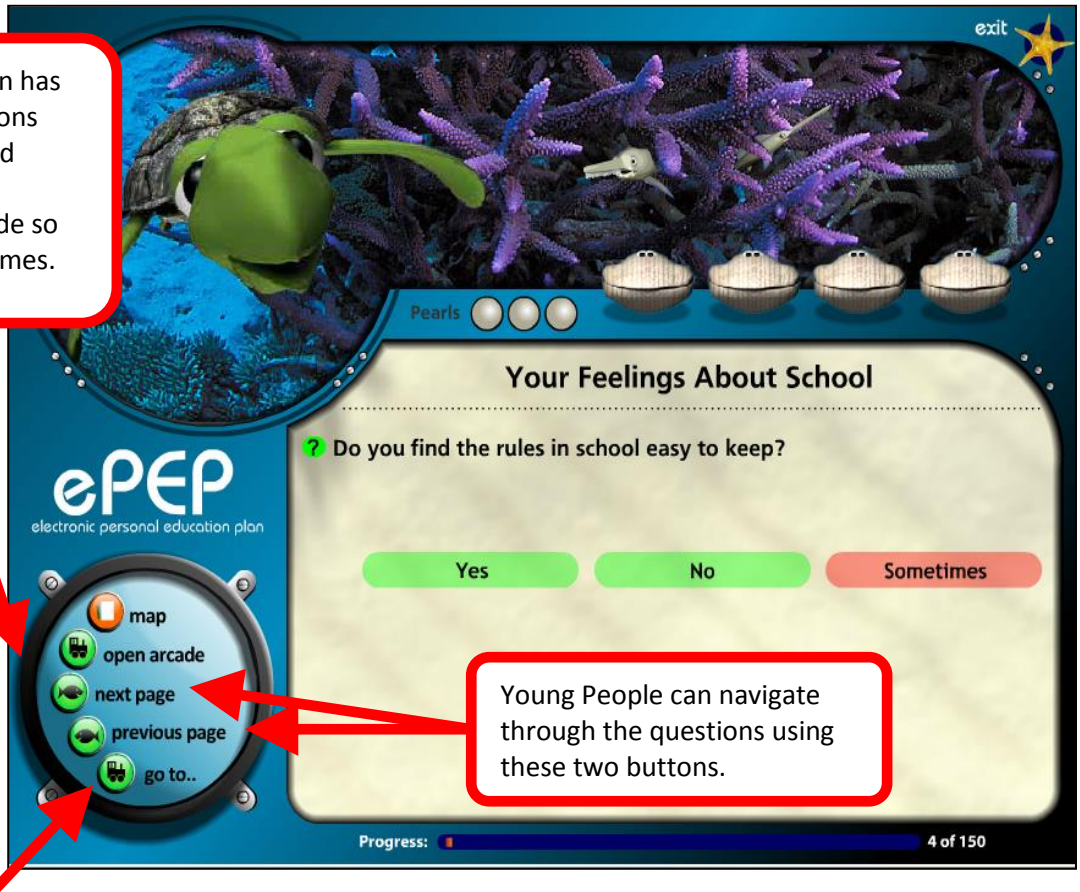


The third clam switches the music on and off.

The last clam changes the background.



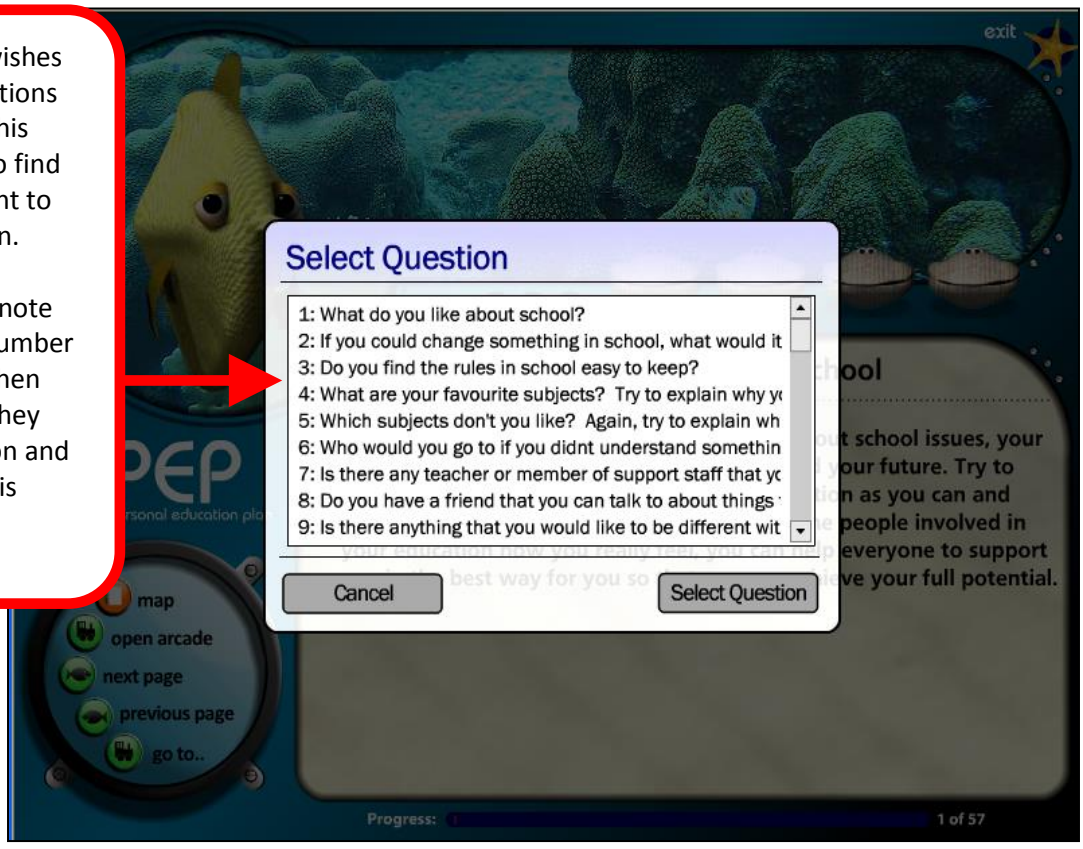
Once the Young Person has answered their questions they will have collected three pearls.
These unlock the arcade so they can play some games.



Young People can navigate through the questions using these two buttons.

If the Young Person wishes to leave the PEP questions and return to them, this button allows them to find the question they want to answer on their return.

They need to make a note of the last question number before they log out, then next time they login they can select the question and it will take them to this question.


exit
Select Question
1: What do you like about school?
2: If you could change something in school, what would it
3: Do you find the rules in school easy to keep?
4: What are your favourite subjects? Try to explain why yo
5: Which subjects don't you like? Again, try to explain wh
6: Who would you go to if you didnt understand somethin
7: Is there any teacher or member of support staff that yo
8: Do you have a friend that you can talk to about things
9: Is there anything that you would like to be different wit
Cancel
Select Question
map
open arcade
next page
previous page
go to..
Progress:
1 of 57

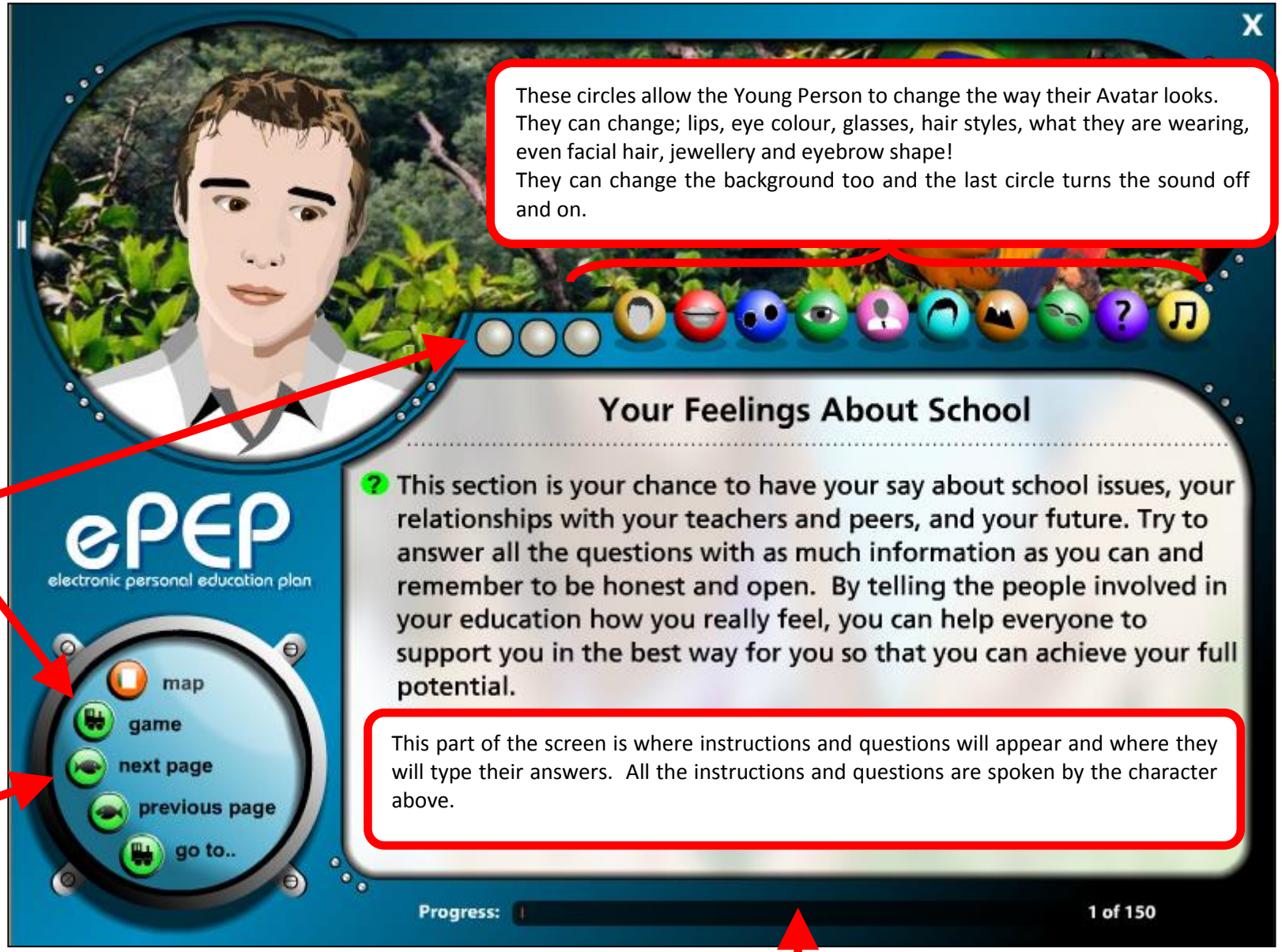
c) Interactive Section: Key Stage 3-4

This is the first view in the Key Stage 3-4 interactive section

The avatar will ask the Young Person questions as they click through.

As they answer questions the Young Person collects 'pearls'. When they have collected all three they can play an arcade game.

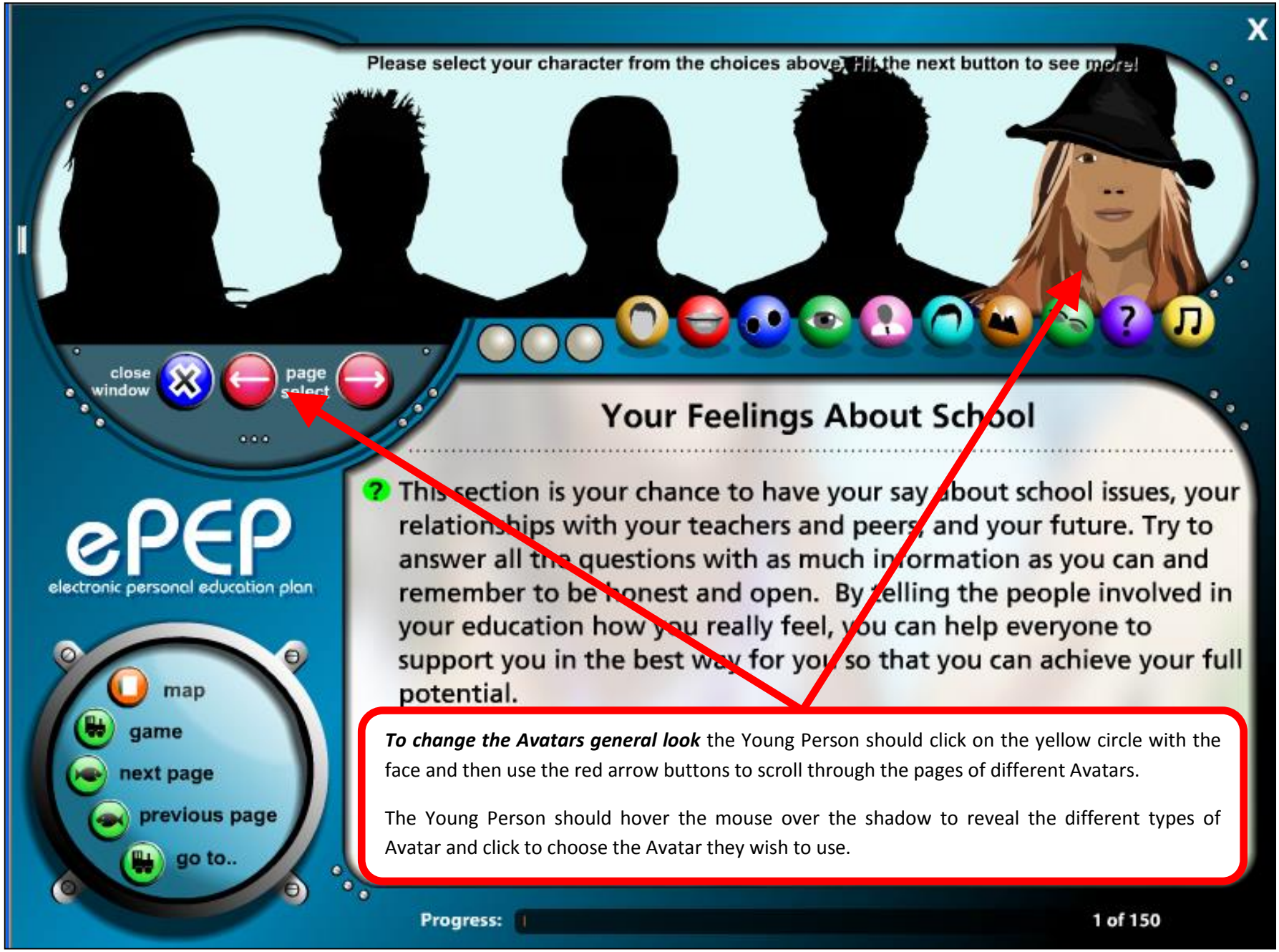
The Menu Bar on the bottom left hand side helps to navigate the system.


X
ePEP
electronic personal education plan
map
game
next page
previous page
go to..
Your Feelings About School
This section is your chance to have your say about school issues, your relationships with your teachers and peers, and your future. Try to answer all the questions with as much information as you can and remember to be honest and open. By telling the people involved in your education how you really feel, you can help everyone to support you in the best way for you so that you can achieve your full potential.
Progress:
1 of 150

These circles allow the Young Person to change the way their Avatar looks. They can change; lips, eye colour, glasses, hair styles, what they are wearing, even facial hair, jewellery and eyebrow shape!
They can change the background too and the last circle turns the sound off and on.

This part of the screen is where instructions and questions will appear and where they will type their answers. All the instructions and questions are spoken by the character above.

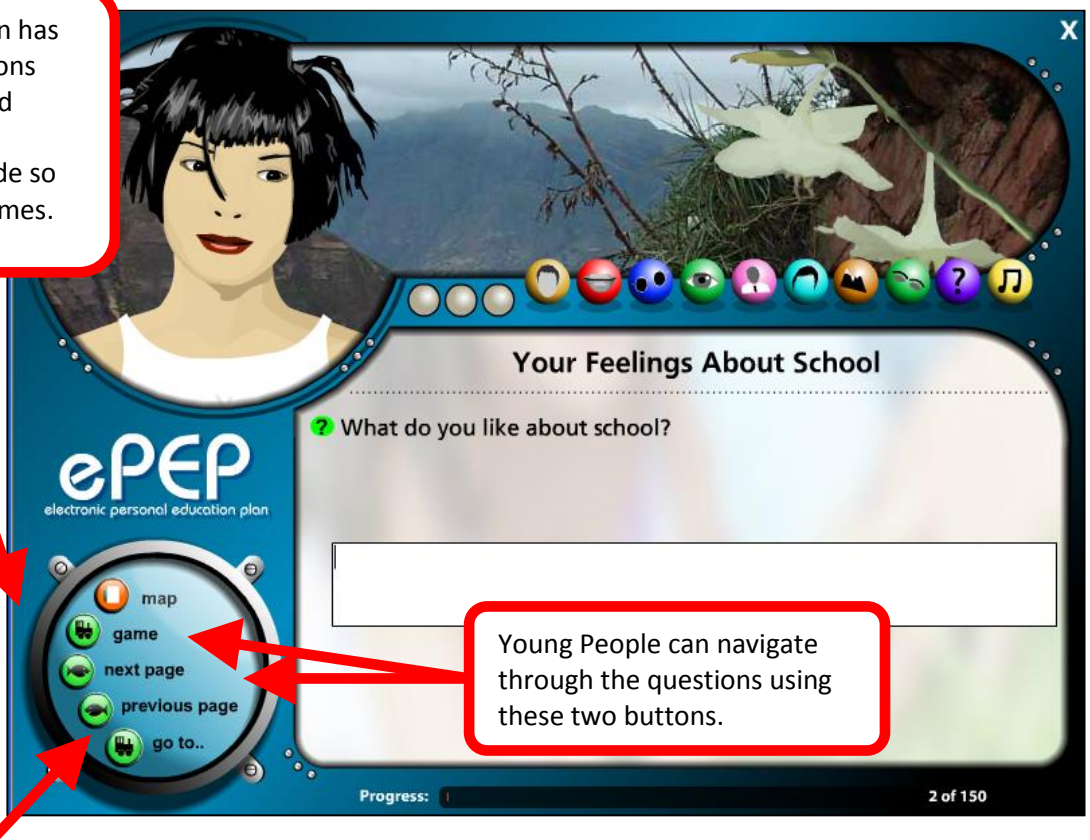
The progress bar measures how many questions have been answered.


Please select your character from the choices above. Hit the next button to see more!
close window
page select
Your Feelings About School
This section is your chance to have your say about school issues, your relationships with your teachers and peers, and your future. Try to answer all the questions with as much information as you can and remember to be honest and open. By telling the people involved in your education how you really feel, you can help everyone to support you in the best way for you so that you can achieve your full potential.
ePEP
electronic personal education plan
map
game
next page
previous page
go to..
Progress:
1 of 150

To change the Avatars general look the Young Person should click on the yellow circle with the face and then use the red arrow buttons to scroll through the pages of different Avatars.

The Young Person should hover the mouse over the shadow to reveal the different types of Avatar and click to choose the Avatar they wish to use.

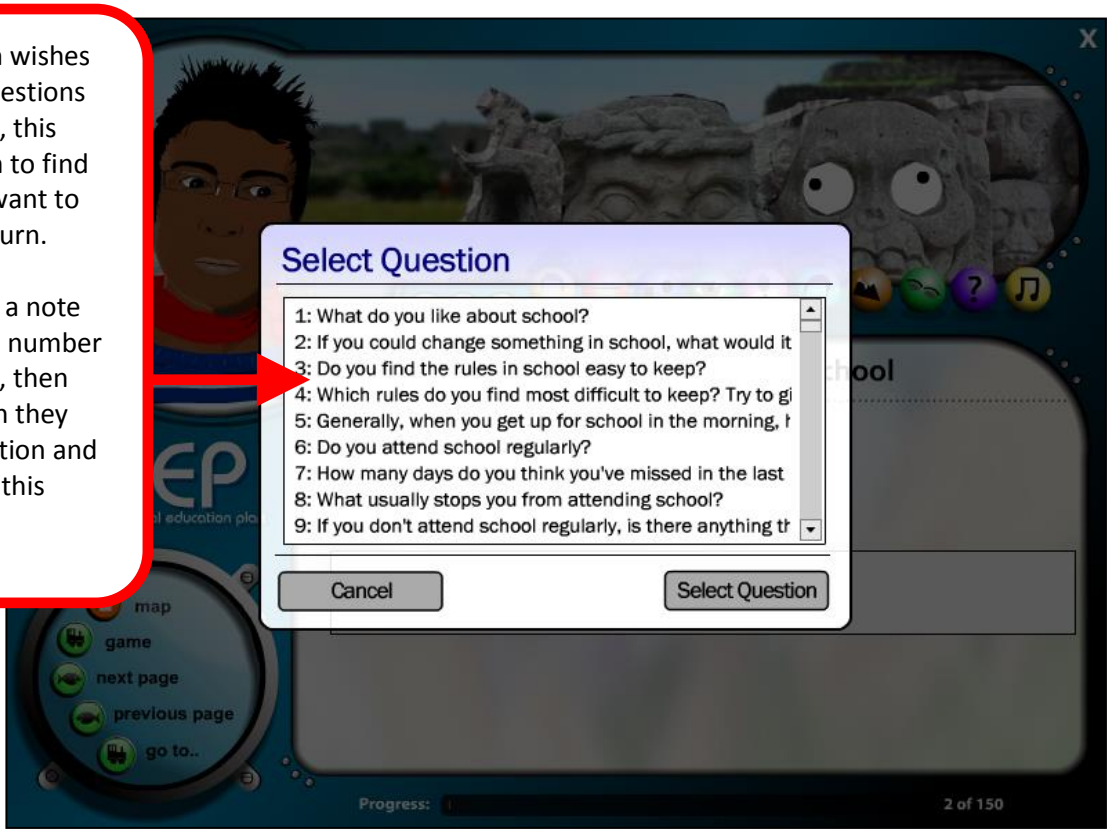
Once the Young Person has answered their questions they will have collected three pearls.
These unlock the arcade so they can play some games.



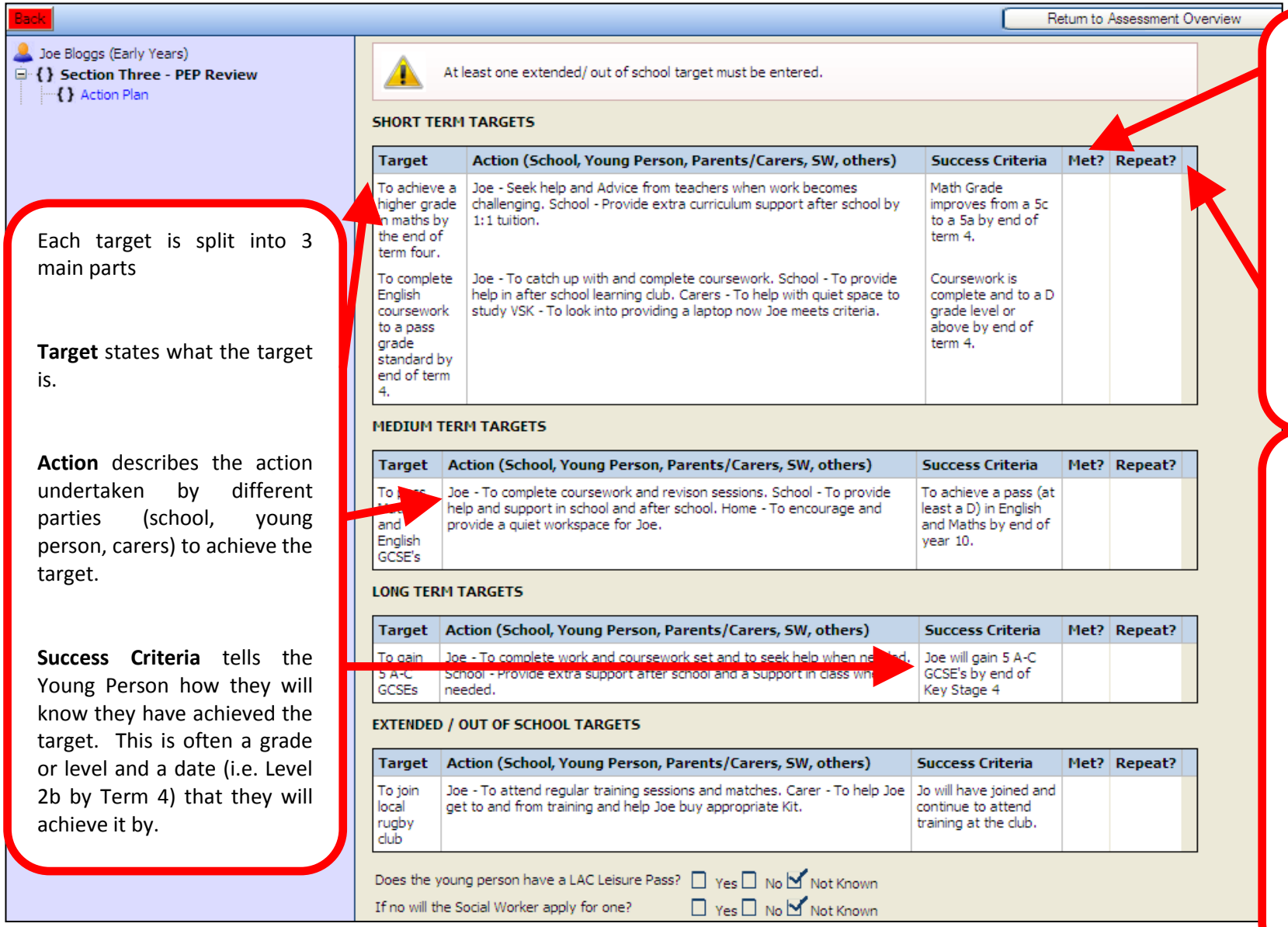
Young People can navigate through the questions using these two buttons.

If the Young Person wishes to leave the PEP questions and return to them, this button allows them to find the question they want to answer on their return.

They need to make a note of the last question number before they log out, then next time they login they can select the question and it will take them to this question.


Select Question
1: What do you like about school?
2: If you could change something in school, what would it
3: Do you find the rules in school easy to keep?
4: Which rules do you find most difficult to keep? Try to gi
5: Generally, when you get up for school in the morning, h
6: Do you attend school regularly?
7: How many days do you think you've missed in the last
8: What usually stops you from attending school?
9: If you don't attend school regularly, is there anything th
Cancel
Select Question
map
game
next page
previous page
go to..
Progress:
2 of 150

d) Action Plan


Back
Return to Assessment Overview
Joe Bloggs (Early Years)
{ } Section Three - PEP Review
{ } Action Plan
At least one extended/ out of school target must be entered.
SHORT TERM TARGETS
Target | Action (School, Young Person, Parents/Carers, SW, others) | Success Criteria | Met? | Repeat?
To achieve a higher grade in maths by the end of term four. | Joe - Seek help and Advice from teachers when work becomes challenging. School - Provide extra curriculum support after school by 1:1 tuition. | Math Grade improves from a 5c to a 5a by end of term 4.
To complete English coursework to a pass grade standard by end of term 4. | Joe - To catch up with and complete coursework. School - To provide help in after school learning club. Carers - To help with quiet space to study VSK - To look into providing a laptop now Joe meets criteria. | Coursework is complete and to a D grade level or above by end of term 4.
MEDIUM TERM TARGETS
Target | Action (School, Young Person, Parents/Carers, SW, others) | Success Criteria | Met? | Repeat?
and English GCSE's | Joe - To complete coursework and revison sessions. School - To provide help and support in school and after school. Home - To encourage and provide a quiet workspace for Joe. | To achieve a pass (at least a D) in English and Maths by end of year 10.
LONG TERM TARGETS
Target | Action (School, Young Person, Parents/Carers, SW, others) | Success Criteria | Met? | Repeat?
5 A-C GCSEs | School - Provide extra support after school and a Support in class wh needed. | Joe will gain 5 A-C GCSE's by end of Key Stage 4
EXTENDED / OUT OF SCHOOL TARGETS
Target | Action (School, Young Person, Parents/Carers, SW, others) | Success Criteria | Met? | Repeat?
To join local rugby club | Joe - To attend regular training sessions and matches. Carer - To help Joe get to and from training and help Joe buy appropriate Kit. | Jo will have joined and continue to attend training at the club.
Does the young person have a LAC Leisure Pass? Yes No Not Known
If no will the Social Worker apply for one? Yes No Not Known

Each target is split into 3 main parts

Target states what the target is.

Action describes the action undertaken by different parties (school, young person, carers) to achieve the target.

Success Criteria tells the Young Person how they will know they have achieved the target. This is often a grade or level and a date (i.e. Level 2b by Term 4) that they will achieve it by.

Any completed targets will have a tick in the "Met?" column.

Targets which have been met automatically generate one award point for the young person.

If it is an old target that needs repeating it will have a tick in the "Repeat?" column.

Timescales

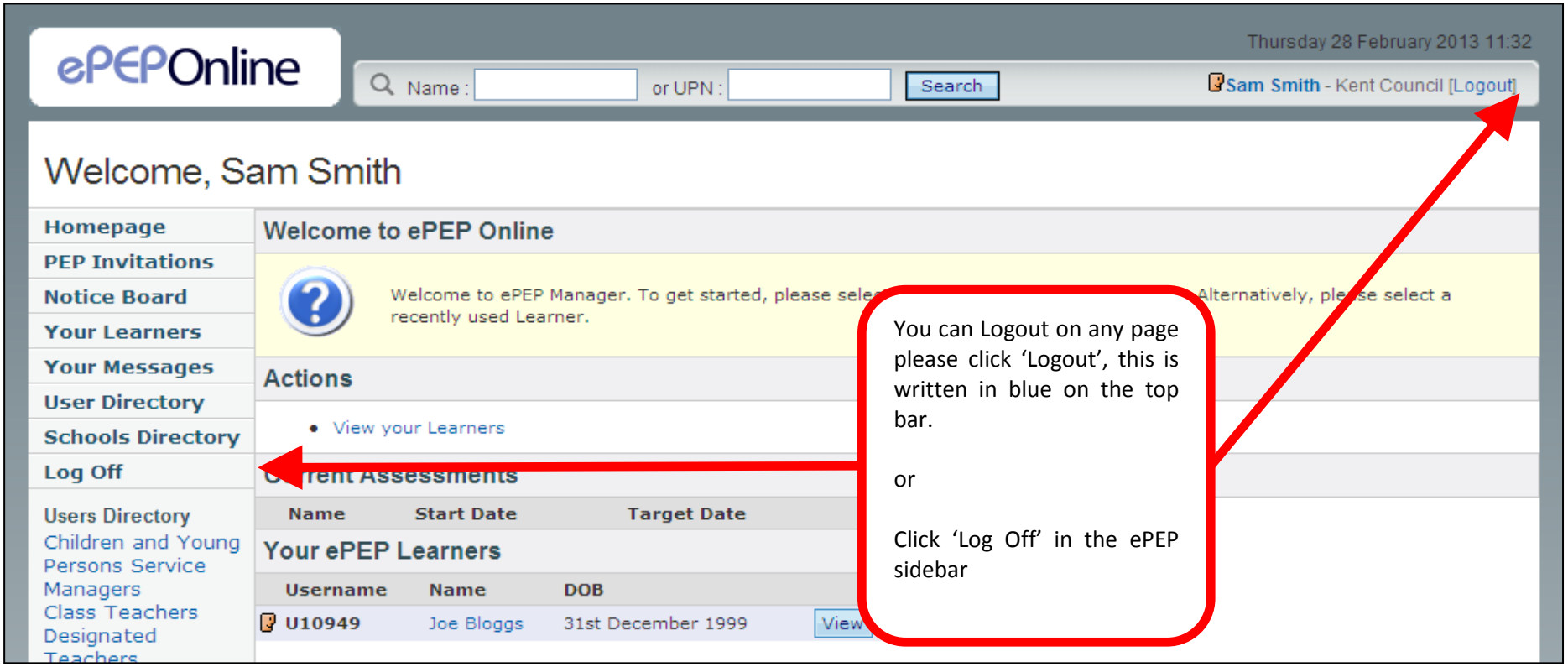
Short Term Targets
1-3 terms (Up to 6 Months).

Medium Term Targets
4-6 terms (Up to 1 year).

Long Term Targets
1-2 Years (Typically end of Key Stage).

Extended/Out of School Targets
No fixed timescale (Typically every 6 months).

12) Logging Off



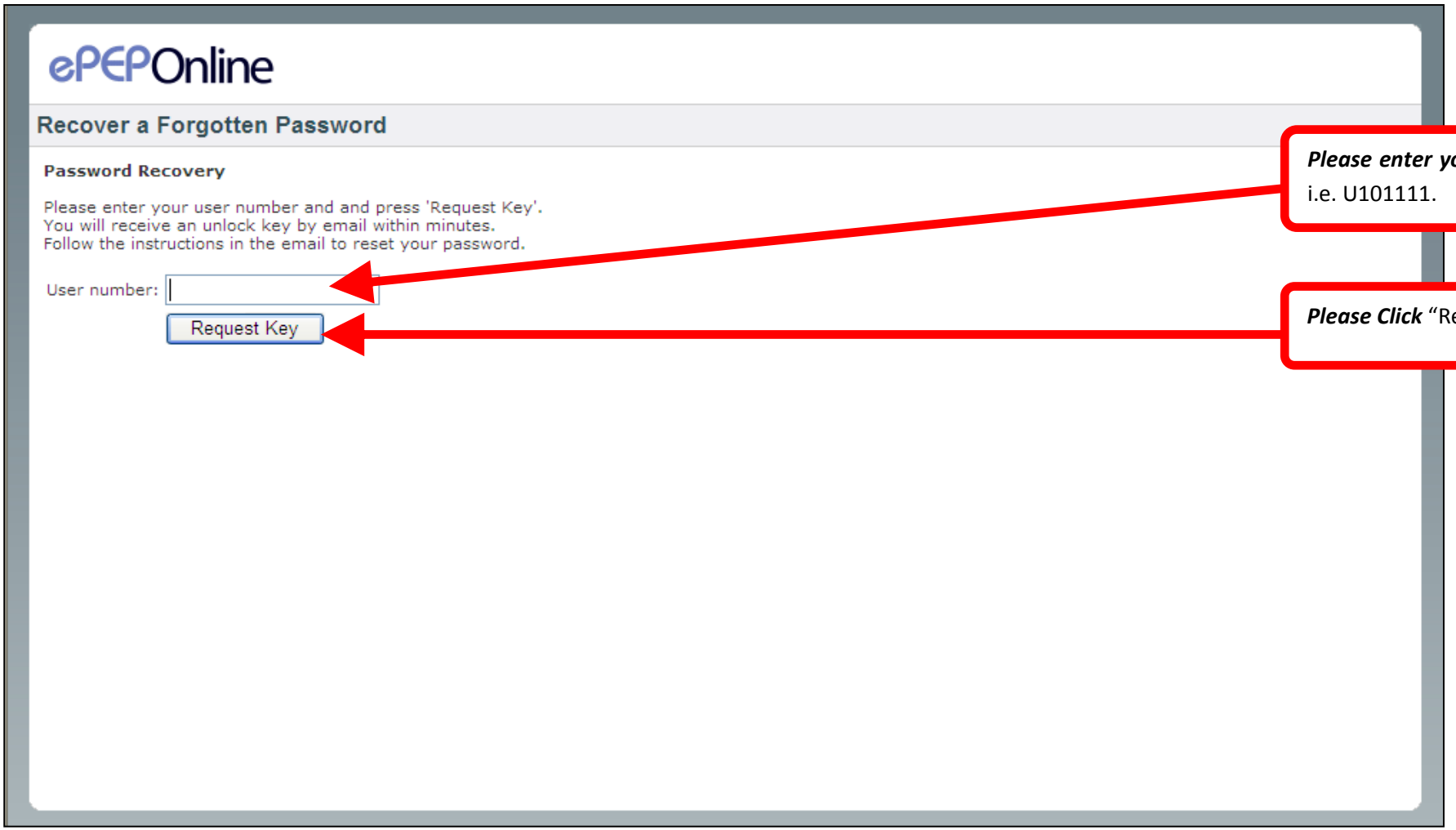
Troubleshooting

13) Passwords

a) Changing your password if you are locked out of the system

To begin please ensure you have your User Name. Your new unlock key will be sent to your email address attached to your ePEP account.

Please click 'I REQUEST AN UNLOCK KEY'.

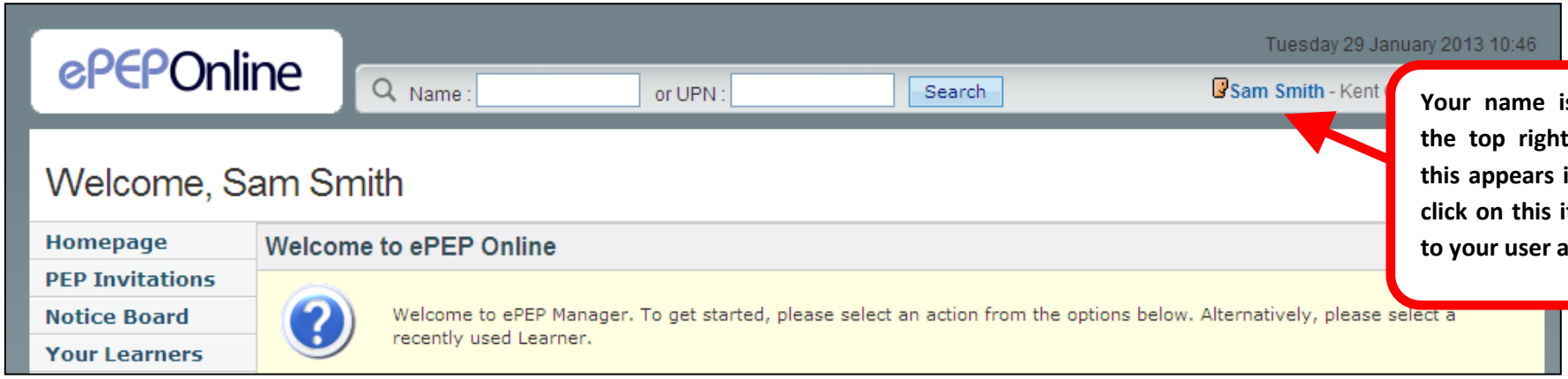

ePEPOnline
Recover a Forgotten Password
Password Recovery
Please enter your user number and and press 'Request Key'.
You will receive an unlock key by email within minutes.
Follow the instructions in the email to reset your password.
User number:
Request Key

Please enter your User Name i.e. U101111.

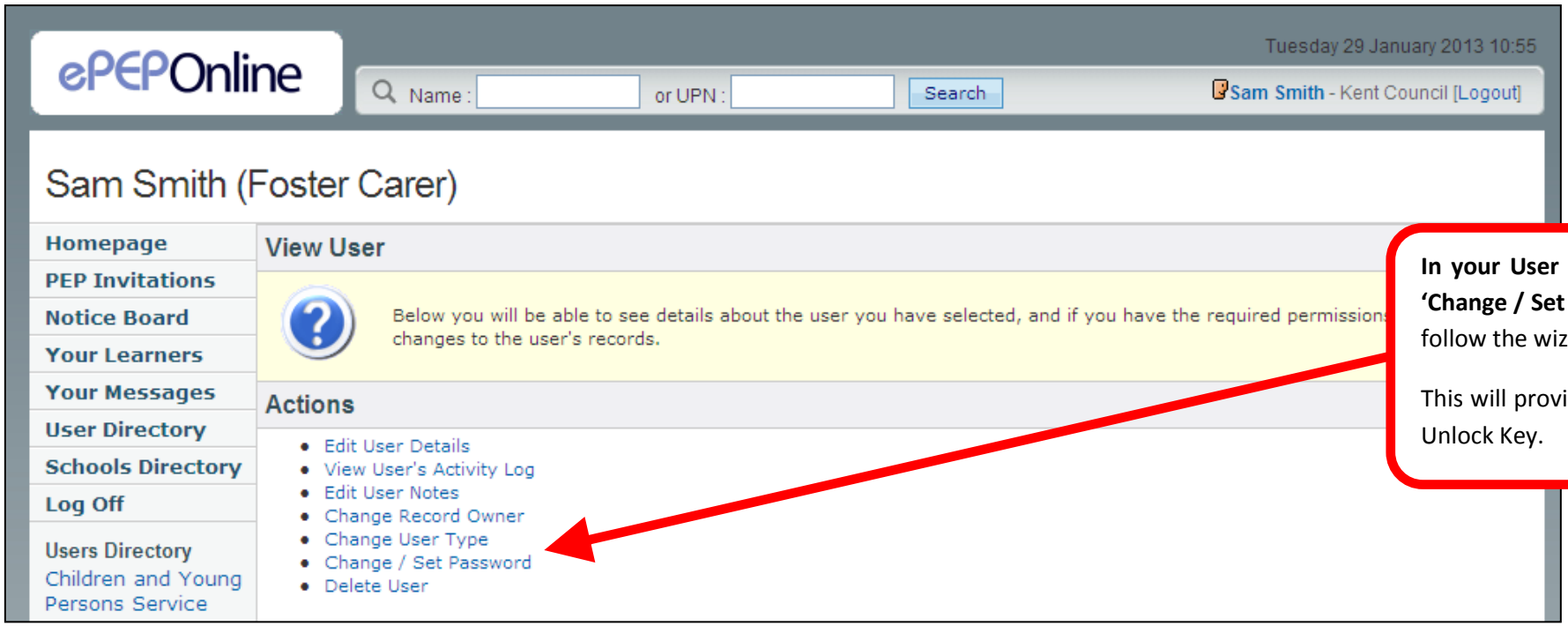
Please Click "Request Key".

On receipt of the email and with your User Number and Unlock Key to hand, please return to the login in screen and **follow the instructions in section 3a.**

b) Changing your password in the system


ePEPOnline
Tuesday 29 January 2013 10:46
Name :
or UPN :
Search
Sam Smith - Kent
Welcome, Sam Smith
Homepage
PEP Invitations
Notice Board
Your Learners
Welcome to ePEP Online
Welcome to ePEP Manager. To get started, please select an action from the options below. Alternatively, please select a recently used Learner.

Your name is displayed in the top right hand corner, this appears in blue. If you click on this it will take you to your user area.



In your User Overview click 'Change / Set Password' and follow the wizard.

This will provide you with an Unlock Key.

ePEP Sidebar

This sidebar is on the left hand side of the ePEP no matter which page you are on. Click on the word in bold blue writing to open up any part of the sidebar.

PEP Invitations

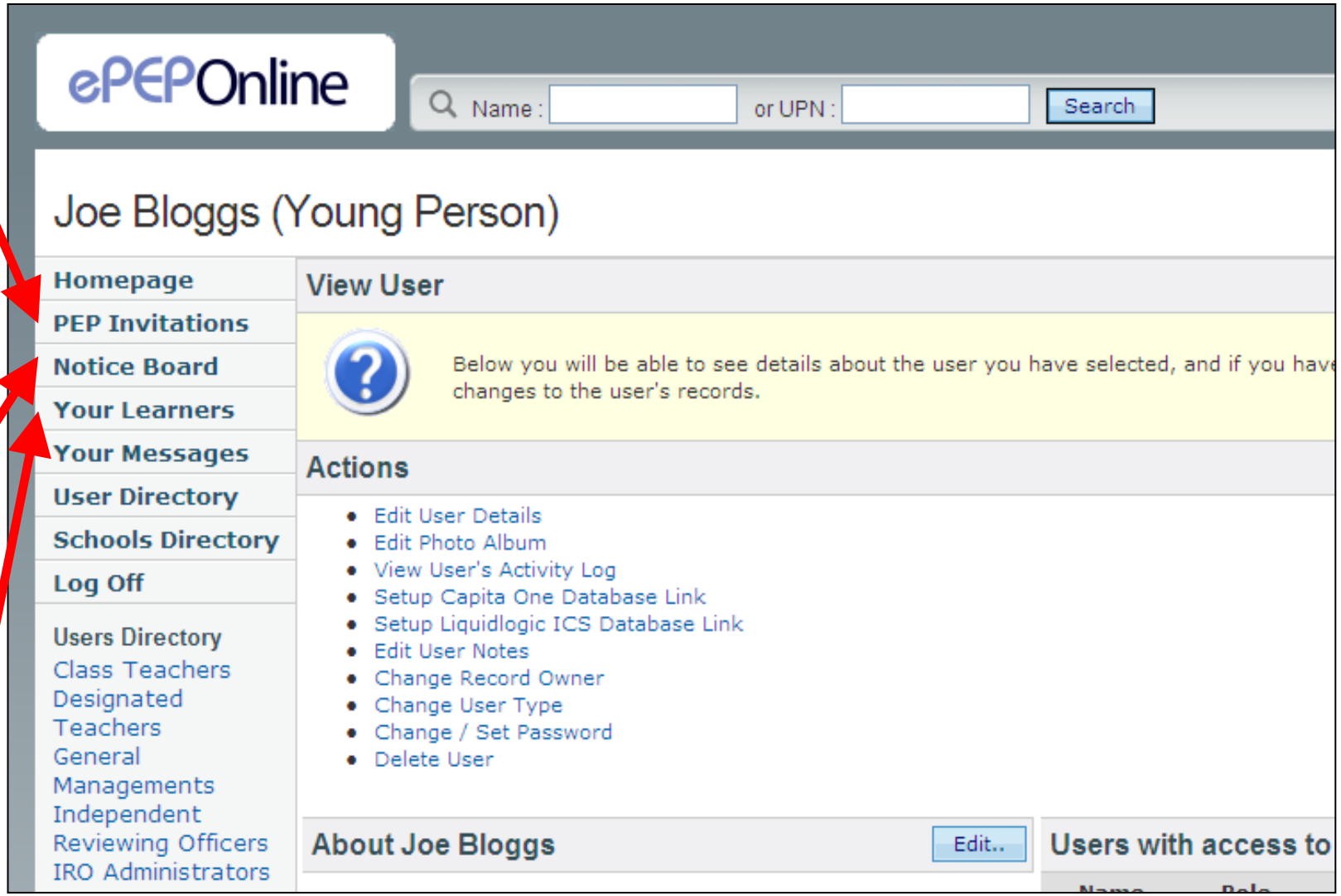
This section only appears once you have been invited to a PEP meeting. You can accept or send your apologies to meetings you are invited to.

Notice Board

This is where you can read about any new changes or important information regarding the ePEP system.

Your Learners

Click this tab to see the list of the young people you care for



Your Messages

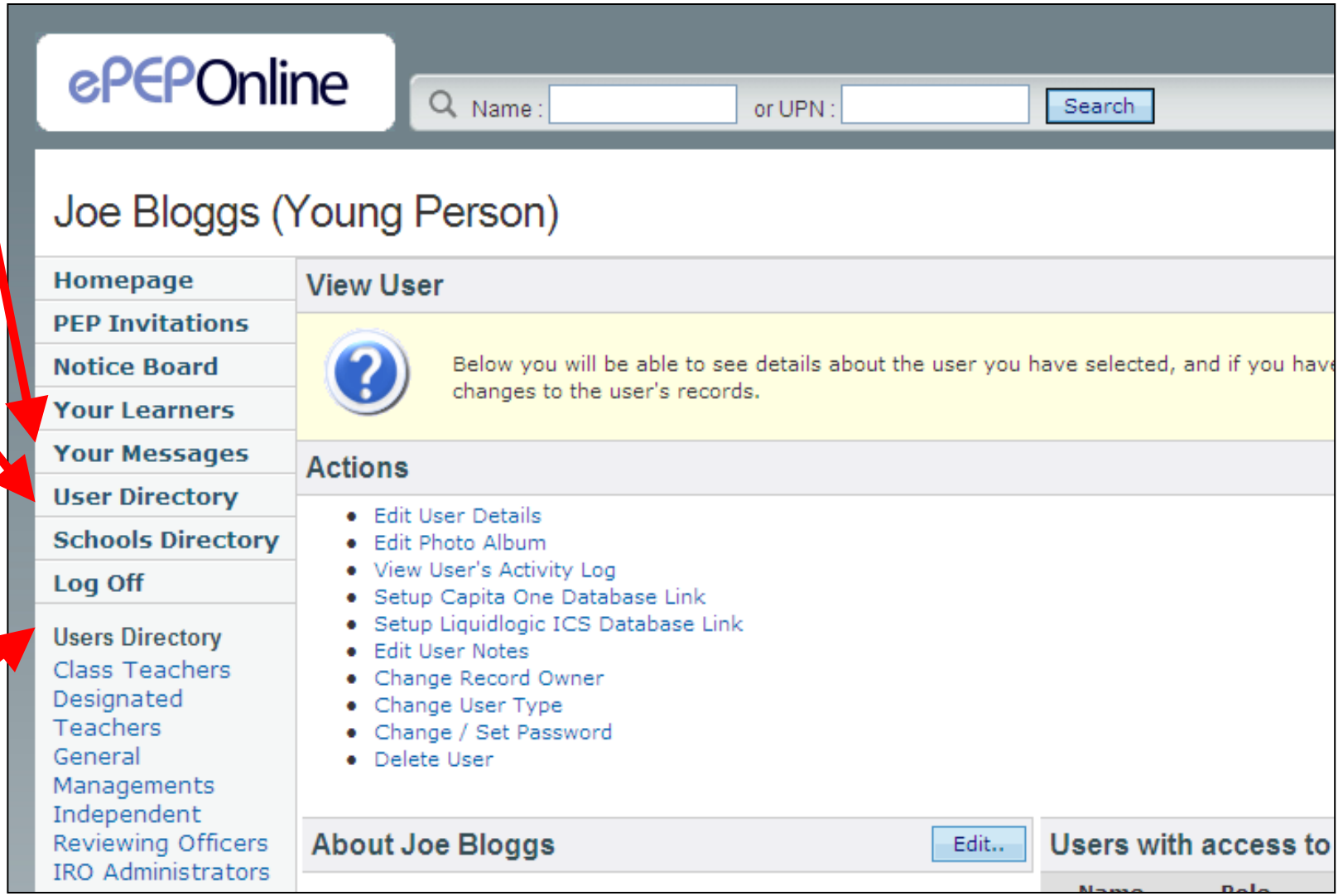
This will contain any ePEP Messages you receive. An alert will be sent to your email address as well.

User Directory

This has all ePEP users listed however it is easier to use the user directory below the tab buttons as it divides users by type.

User Directory

Underneath the sidebar is the user directory.
This has all users listed by type so is much easier to use than the user directory above.



Appendix 1

a) Frequently Asked Questions

1. *What is Virtual School Kent (VSK)?*

Virtual School Kent (VSK) is a part of Kent County Council. We work with Social Services teams, Schools, Colleges and Tutors, Parents, Foster Carers and the Young People themselves to ensure that Kent's Young People in Care are given the best opportunity to reach their academic potential.

2. *What is a PEP (Personal Education Plan)?*

It is a legal requirement that every young person in care, of statutory school age, has a PEP. This is a document describing a course of action to help the young person reach their full academic and life potential. Every young person in care should have at least two PEP meetings each academic year. For those young people new in to care, and of school age, their first PEP meeting should be held within 20 school days of coming into care.

The PEP should be put together before, and be completed at, a meeting in which the designated teacher, the social worker and the carers for the young person are present. The child or young person should also be part of their education planning, either at the PEP meeting itself or through discussions outside the meeting.

The PEP contains the information that is needed to help guide the meeting discussions, along with the planning and the delivery of what is required to make sure the young person gets the support and resources they need to succeed academically. The PEP is also a useful tool to keep track of a young person's progress towards their own individual targets.

PEPs and the PEP meetings highlight the commitment that all of us as parents, carers and corporate parents have in taking joint responsibility for ensuring that our young people in care get the best out of the educational opportunities available to them.

3. *What is an ePEP (Electronic Personal Education Plan)?*

The paper based PEP records for young people, in Key Stages 1 – 4, have been replaced by a new online web-based electronic PEP (ePEP) system which is accessible by our Young People and their support network. Over the coming months we will be bringing the PEPs for both Early Years and 16plus on to the system.

4. *Why do I need access?*

So that you can be fully involved in the PEP process for your foster children, you will be able to access their PEP assessments through the ePEP system. Most importantly by entering details in the Carers Summary section, your views will be recorded. You will be able to share relevant information about how the young person is at home, and how learning is promoted and supported at home. Having access also gives you the opportunity to nominate young people, in your care, for Awards Points.

5. *How do I gain access to the ePEP system?*

You will be required to sign an ePEP User Agreement which can be obtained via your Fostering Education Liaison Officer or by visiting the Virtual School Kent website: www.virtualschool.lea.sch.uk.

6. *Which records will I have access to?*

You will only have access to the PEPs of the young people in your care.

7. *Is the site secure?*

The ePEP system sits on Kent County Council's secure servers and adheres to the Council's security and data protection protocols. Access to the system is controlled by the use of individual user logins and passwords. The information that individual users can access is strictly controlled.

8. *How do I logon?*

Details of how to login will be sent to you by email from a member of the ePEP Team following receipt of your signed User Agreement.

9. *What happens if I forget my password?*

You will need to contact a member of the ePEP Team via email (VSK_ePEP@kent.gov.uk) or your Social Worker.

10. *What will I see when I login?*

You will be greeted by the Homepage which will identify those children in your care as your ePEP Learners.

11. *What can I access?*

You will be able to view all the PEPs for your young people in care and you will be able to complete your Carer's Summary online.

12. *How do I access information on an individual young person?*

On your 'Homepage' under the 'Your ePEP Learners' heading there will be a list of the young people in your care. Either click on the Young Person's name (in blue) or click on 'View' and this will take you to the young person's 'Assessment Page'.

13. *How do I view a current assessment (current PEP)?*

On your Homepage there will be a list of 'Current Assessments'. Click on either the name of the young person or 'View' and this will take you to their 'Assessment Page'. Under the 'Professional Section' click on the 'Goldfish' icon and this will take you into the young person's current PEP. On the left hand side are section headings, which by clicking on, you will be able to view.

14. *How do I view a completed assessment (closed PEP)?*

On your Homepage under 'Your ePEP Learners' there will be a list of the young people in your care. Either click on the name of the young person or 'View' and this will take you to that young person's 'Assessment Page'. Under 'Completed Assessments' select which PEP you would like to view and click on either 'Date Started' or 'View' and this will take you to their 'Assessment Page'. Under the 'Professional Section' click on the 'Goldfish Icon' and this will take you into that young person's completed PEP. On the left hand side are section headings, which by clicking on, you will be able to view.

15. *Where do I find the Carer's Summary?*

Follow the instructions under Question No 13: How do I view a current assessment (current PEP)? On the left hand side of the screen under 'Summaries' you will find the 'Carers Summary'.

16. *When do I complete my section?*

Your information can be entered a week before the PEP Meeting and should be completed within a week following the PEP Meeting.

17. *Who else can view the Carer's Summary within an individual PEP?*

Only the professionals involved in the PEP process of the individual young person and authorised VSK staff will be able to view this information.

18. *How can I lern more about ePEP Online?*

You can find more information on ePEPs on the Virtual School Kent website: www.virtualschool.lea.kent.sch.uk

19. *What are Key Stages? How do they relate to Year Groups and Assessments?*

The national curriculum is structured into groups of years called 'Key Stages'. At the end of each Key Stage, your young person's teacher will formally assess their performance to measure their progress. The table below explains the relationship between Key Stage and School Years as well as explaining the type of formal assessment for each Key Stage.

Key Stage	**School Years**	**Key Stage Assessments**
Key Stage 1	1, 2	Teacher Assessments in English, Maths and Science & Year 1 Phonics screening check
Key Stage 2	3, 4, 5, 6	Year 6 SATs
Key Stage 3	7, 8, 9	Teacher Assessments in English, Maths and Science and other subjects studied
Key Stage 4	10, 11	GCSEs, Diplomas, BTECs, ASDANs, Key Skills

20. *How is do I know if my Young Person is progressing?*

The progress of your young person should always be recorded and discussed in the PEP. The table below shows how your young person is progressing.

**Please bear in mind that these levels are a rough indicator of progress and children with learning needs and disabilities may progress at a different rate – for example P scales.*

Year Group	Nearly There	Spot On	Doing Well
Year 1 (5-6yrs)	1c	1b	1a
Year 2 (7yrs)	2c	2b	2a
Year 3 (8yrs)	2b	2a	3c
Year 4 (9yrs)	3c	3b	3a
Year 5 (10yrs)	3b	3a	4c
Year 6 (11yrs)	4c	4b	4a
Year 7 (12yrs)	4a	5c	5b
Year 8 (13yrs)	5b	5a	6c
Year 9 (14yrs)	6c	6b	6a
Year 10 (15yrs)	Predicted 5+ GCSE or equivalent qualifications; including Maths and English		
Year 11 (16yrs)			

b) ***Draft*** Agenda – Personal Education Plan Meeting

Before the meeting: Section 1 to be completed by social worker

Section 2 to be completed by LAC DT

YP to complete YP section (LAC DT to arrange)

During the meeting **Introductions**

Discussion

a) Care plan

b) Contact arrangements

c) Placement type

d) Well being – physical / mental / emotional health inc health plan

e) Behaviour plan - if appropriate

f) Attendance and exclusions

Personal Education Plan (With Student)

a) Student's comments of significance/interest

b) Student's work and progress (incl levels / grades)

c) Special educational needs (incl Involvement of other agencies)

d) Review of targets previously set

e) New targets agreed

f) Outside of school activities

g) Transition arrangements (incl CXK involvement)

h) Pupil Premium and other funding

AOB

Date of next PEP set (100 school days/6 months)

Following the meeting: LAC DT ensures Section 3 and Education summary information is uploaded and PEP is closed.

Carer completes Carers Summary

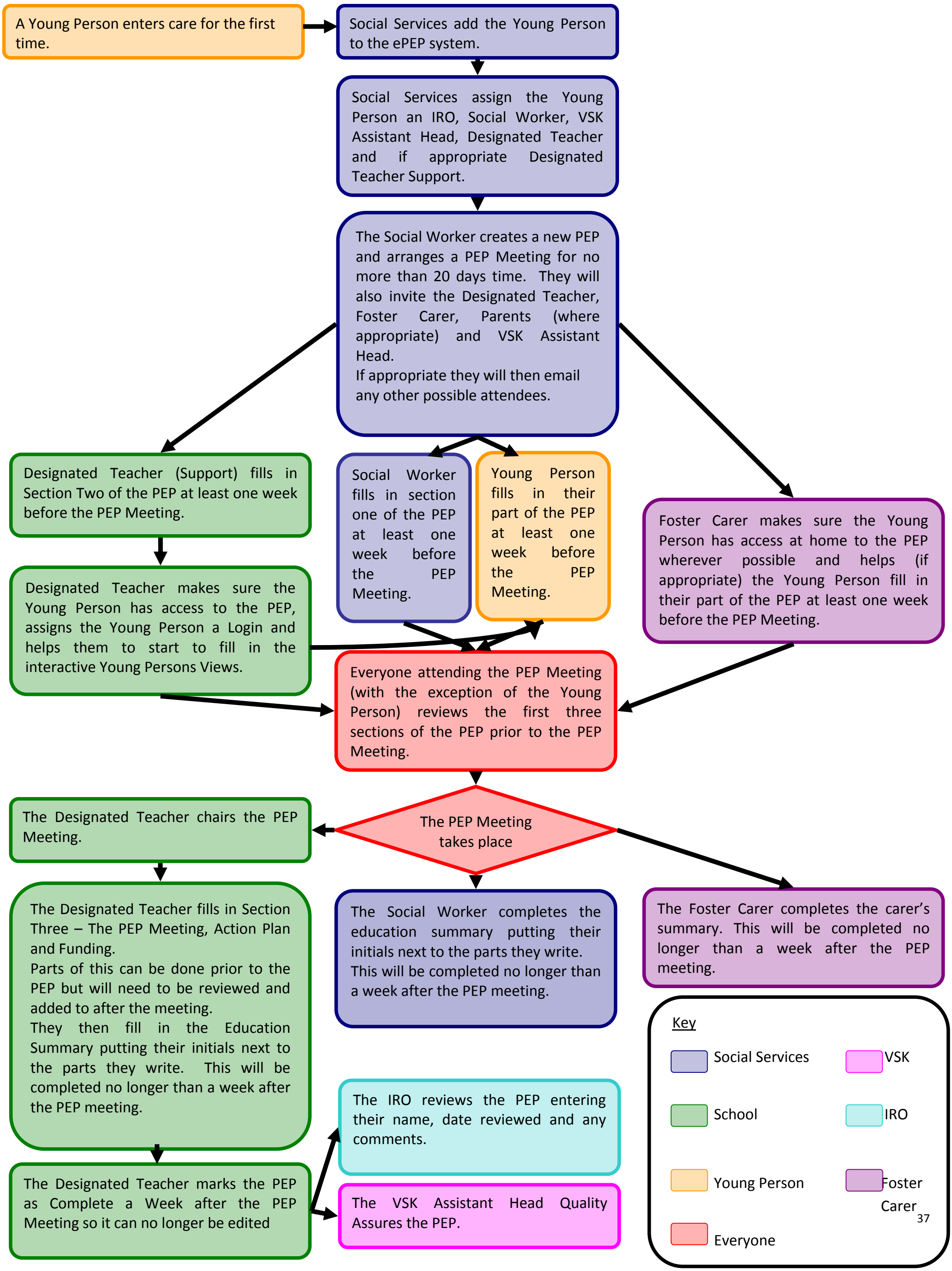
c) Acronyms - Jargon Explained

ACCENT	Adolescents and Children in Care Emotional Needs Team
AIF	Achievement Improvement Fund
CAMHS	Community and Adolescent Mental Health Services
CiC	Child(ren) in Care
CXK	Connexions
DT	Designated Teacher
ePEP	Electronic Personal Education Plan
EWO	Education Welfare Officer
FC	Foster Carers
FELO	Fostering Education Liaison Officer
FSC	Families and Social Care
IEP	Individual Education Plan
ILP	Individual Learning Plan
IRO	Independent Reviewing Officer
LAC	Looked After Child
NCY	National Curriculum Year
PEP	Personal Education Plane
PSP	Pastoral Support Plan
SDQ	Strengths and Difficulties Questionnaire
SEND	Special Educational Needs and Difficulties
SMART Targets	Specific Measurable Achievable Realistic and Timely Targets
SS	Social Services
SW	Social Worker
UASC	Unaccompanied Asylum Seeking Child
ULN	Unique Learner Number
UPN	Unique Pupil Number
VSK	Virtual School Kent

Appendix 2: ePEP Processes

15) Flow Chart: Journey of an ePEP

a) New into Care


A Young Person enters care for the first time.
Social Services add the Young Person to the ePEP system.
Social Services assign the Young Person an IRO, Social Worker, VSK Assistant Head, Designated Teacher and if appropriate Designated Teacher Support.
The Social Worker creates a new PEP and arranges a PEP Meeting for no more than 20 days time. They will also invite the Designated Teacher, Foster Carer, Parents (where appropriate) and VSK Assistant Head.
If appropriate they will then email any other possible attendees.
Designated Teacher (Support) fills in Section Two of the PEP at least one week before the PEP Meeting.
Social Worker fills in section one of the PEP at least one week before the PEP Meeting.
Young Person fills in their part of the PEP at least one week before the PEP Meeting.
Foster Carer makes sure the Young Person has access at home to the PEP wherever possible and helps (if appropriate) the Young Person fill in their part of the PEP at least one week before the PEP Meeting.
Designated Teacher makes sure the Young Person has access to the PEP, assigns the Young Person a Login and helps them to start to fill in the interactive Young Persons Views.
Everyone attending the PEP Meeting (with the exception of the Young Person) reviews the first three sections of the PEP prior to the PEP Meeting.
The PEP Meeting takes place
The Designated Teacher chairs the PEP Meeting.
The Designated Teacher fills in Section Three – The PEP Meeting, Action Plan and Funding.
Parts of this can be done prior to the PEP but will need to be reviewed and added to after the meeting.
They then fill in the Education Summary putting their initials next to the parts they write. This will be completed no longer than a week after the PEP meeting.
The Designated Teacher marks the PEP as Complete a Week after the PEP Meeting so it can no longer be edited
The IRO reviews the PEP entering their name, date reviewed and any comments.
The VSK Assistant Head Quality Assures the PEP.
The Social Worker completes the education summary putting their initials next to the parts they write. This will be completed no longer than a week after the PEP meeting.
The Foster Carer completes the carer's summary. This will be completed no longer than a week after the PEP meeting.
Key
Social Services
VSK
School
IRO
Young Person
Foster Carer
Everyone

b) Return to Care

A Young Person returns to care.

Social Services search the archive and reactivate the Young Person to the ePEP system.

Social Services assign the Young Person an IRO, Social Worker, VSK Assistant Head, Designated Teacher and if appropriate Designated Teacher Support.

The Social Worker creates a new PEP and arranges a PEP Meeting for no more than 20 days time. They will also invite the Designated Teacher, Foster Carer, Parents (where appropriate) and VSK Assistant Head.

Designated Teacher (Support) fills in Section Two of the PEP at least one week before the PEP Meeting.

Designated Teacher makes sure the Young Person has access to the PEP, assigns the Young Person a Login and helps them to start to fill in the interactive Young Persons Views.

Social Worker fills in section one of the PEP at least one week before the PEP Meeting.

Young Person fills in their part of the PEP at least one week before the PEP Meeting.

Foster Carer makes sure the Young Person has access at home to the PEP wherever possible and helps (if appropriate) the Young Person fill in their part of the PEP at least one week before the PEP Meeting.

Everyone attending the PEP Meeting (with the exception of the Young Person) reviews the first three sections of the PEP prior to the PEP Meeting.

The PEP Meeting takes place

The Designated Teacher chairs the PEP Meeting.

The Designated Teacher fills in Section Three – The PEP Meeting, Action Plan and Funding.
Parts of this can be done prior to the PEP but will need to be reviewed and added to after the meeting.
They then fill in the Education Summary putting their initials next to the parts they write. This will be completed no longer than a week after the PEP meeting.

The Designated Teacher marks the PEP as Complete a Week after the PEP Meeting so it can no longer be edited

The Social Worker completes the education summary putting their initials next to the parts they write.
This will be completed no longer than a week after the PEP meeting.

The IRO reviews the PEP entering their name, date reviewed and any comments.

The VSK Assistant Head Quality Assures the PEP.

The Foster Carer completes the carer's summary. This will be completed no longer than a week after the PEP meeting.

Key

- Social Services
- VSK
- School
- IRO
- Young Person
- Foster Carer
- Everyone

c) New into School

A Young Person has a change of school placement

Social Services let the new school know the Young Person is CiC.

The Designated teacher of the old school should have transferred the child over to the new school on the ePEP system.
If they have not the new school should immediately contact the previous schools Designated Teacher and ask they do so.

The Social Worker creates a new PEP and arranges a PEP Meeting for no more than 20 days time. They will also invite the Designated Teacher, Foster Carer, Parents (where appropriate) and VSK Assistant Head to the meeting.

Designated Teacher (Support) fills in Section Two of the PEP at least one week before the PEP Meeting.

Designated Teacher makes sure the Young Person has access to the PEP, assigns the Young Person a Login and helps them to start to fill in the interactive Young Persons Views.

Social Worker fills in section one of the PEP at least one week before the PEP Meeting.

Young Person fills in their part of the PEP at least one week before the PEP Meeting.

Foster Carer makes sure the Young Person has access at home to the PEP wherever possible and helps (if appropriate) the Young Person fill in their part of the PEP at least one week before the PEP Meeting.

Everyone attending the PEP Meeting (with the exception of the Young Person) reviews the first three sections of the PEP prior to the PEP Meeting.

The PEP Meeting takes place

The Designated Teacher chairs the PEP Meeting.

The Designated Teacher fills in Section Three – The PEP Meeting, Action Plan and Funding.
Parts of this can be done prior to the PEP but will need to be reviewed and added to after the meeting.
They then fill in the Education Summary putting their initials next to the parts they write. This will be completed no longer than a week after the PEP meeting.

The Designated Teacher marks the PEP as Complete a Week after the PEP Meeting so it can no longer be edited

The Social Worker completes the education summary putting their initials next to the parts they write. This will be completed no longer than a week after the PEP meeting.

The IRO reviews the PEP entering their name, date reviewed and any comments in the IRO Overview

The VSK Assistant Head Quality Assures the PEP.

The Foster Carer completes the carer's summary. This will be completed no longer than a week after the PEP meeting.

Key

- Social Services
- VSK
- School
- IRO
- Young Person
- Foster Carer
- Everyone

d) Last PEP was 6 Months

A Young Persons last PEP was 5 months ago so a new PEP is due

Everyone attached to the child gets and email reminder that a PEP is due

The Designated Teacher creates a new PEP and arranges a PEP Meeting for a months time.
They will invite the Social Worker, Foster Carer, Parents (where appropriate) and VSK Assistant Head.
If appropriate they will then email any other possible attendees

Designated Teacher (Support) fills in Section Two of the PEP at least one week before the PEP Meeting.

Social Worker fills in section one of the PEP at least one week before the PEP Meeting.

Young Person fills in their part of the PEP at least one week before the PEP Meeting.

Foster Carer makes sure the Young Person has access at home to the PEP wherever possible and helps (if appropriate) the Young Person fill in their part of the PEP at least one week before the PEP Meeting.

Designated Teacher makes sure the Young Person has access to the PEP, and where appropriate, helps them to start to fill in the interactive Young Persons Views.

Everyone attending the PEP Meeting (with the exception of the Young Person) reviews the first three sections of the PEP prior to the PEP Meeting.

The PEP Meeting takes place

The Designated Teacher chairs the PEP Meeting.

The Foster Carer completes the carer's summary. This will be completed no longer than a week after the PEP meeting.

The Designated Teacher fills in Section Three – The PEP Meeting, Action Plan and Funding.
Parts of this can be done prior to the PEP but will need to be reviewed and added to after the meeting.
They then fill in the Education Summary putting their initials next to the parts they write. This will be completed no longer than a week after the PEP meeting.

The Social Worker completes the education summary putting their initials next to the parts they write.
This will be completed no longer than a week after the PEP meeting.

The IRO reviews the PEP entering their name, date reviewed and any comments.

The Designated Teacher marks the PEP as Complete a Week after the PEP Meeting so it can no longer be edited

The VSK Assistant Head Quality Assures the PEP.

Key

- Social Services
- VSK
- School
- IRO
- Young Person
- Foster Carer
- Everyone

16) ePEP Processes Flow Charts A Young Person Joins, Moves or Leaves.

a) A Designated Teacher Joins or Leaves.

A Designated Teacher has joined or left.

→ The **OUTGOING** Designated Teacher will change their Name and email address to the new Designated Teachers name and email address in the "About" Section.

They then generate a new unlock key and supply this along with the U Number to the new DT.

Then the new DT will email the VSK ePEP inbox with their details.

↓ VSK send out a User Guide for them to sign and return to VSK.

A Designated Teacher Support has joined, or left (and is going to be replaced).

→ The Designated Teacher will change the name and email address of the Designated Teacher Support in the "About" Section.

Then they will generate a new unlock key and supply this along with the U Number to the new Designated Teacher Support.

The Designated Teacher emails the VSK ePEP inbox with the details for the new Designated Teacher Support.

↓ VSK send out a User Guide for them to sign and return to VSK.

A Designated Teacher Support has joined or left (and is going to be replaced).

→ The Designated Teacher deletes Designated Teacher Support from all Young People they are assigned to.

They then delete the Designated Teacher Support.

The Designated Teacher emails the VSK ePEP inbox to let them know the Designated Teacher Support has left.

↓ VSK send out a User Guide for them to sign and return to VSK.

b) Social Services User Joins or Leaves.

A Social Services User who is not a Social Worker has joined.

→ Social Services add the new user to the system.

Social Services email the VSK ePEP inbox details of the new user.

↓

VSK send out a User Guide for them to sign and return to VSK.

A Social Worker who is not taking over an existing caseload has joined.

→ Social Services add the new user to the system.

Social Services assign the New Social Worker to all Young People of school age in their caseload

Social Services email the VSK ePEP inbox details of the new user.

↓

VSK send out a User Guide for them to sign and return to VSK.

A Social Worker has left

→ **1) Caseload has been split between social workers.**
Social services assign all those Young People on the Outgoing Social Workers caseload to their new Social Worker. The outgoing Social Worker is deleted from the system.

2) Caseload has been transferred to one person.
Social Services change the name and email address of the Outgoing Social Worker to the New Social Worker in the "About" Section.
A new unlock key is generated and supplied along with the U Number to the new Social Worker.

Social Services email the VSK ePEP inbox to let them know the changes.

↓

VSK send out a User Guide for them to sign and return to VSK.

A Social Services User who is not a Social Worker has left.

→ The Social Services User who is leaving is deleted from the system by Social Services.

Social Services email the VSK ePEP inbox to let them know who has left.

↓

VSK send out a User Guide for them to sign and return to VSK.

c) IRO

An IRO Admin or Team Leader has joined.

→ IRO Admin adds the new user to the system.

IRO Admin emails the VSK ePEP inbox details of the new user.

↓

VSK send out a User Guide for them to sign and return to VSK.

i

An Independent Reviewing Officer has joined and is not taking on an existing caseload.

→ IRO admin adds the new user to the system.

IRO Admin assigns the IRO to all Young People of school age in their caseload

IRO Admin emails the VSK ePEP inbox details of the new user.

↓

VSK send out a User Guide for them to sign and return to VSK.

An Independent Reviewing Officer has left.

→ **1) Caseload is split between a number of IRO's.**
IRO Admin assigns all those Young People on the Outgoing IRO's caseload to the new IRO. They delete the outgoing IRO from the system.

2) Caseload is transferred to one person.
IRO admin change the name and email address of the Outgoing IRO to the New IRO in the "About" Section.
A new unlock key is generated and supplied along with the U Number to the new IRO.

IRO Admin email the VSK ePEP inbox details of any changes.

↓

VSK send out a User Guide for them to sign and return to VSK.

An IRO admin or Team Leader has left

→ The IRO User who is leaving will be deleted from the system by IRO admin.

IRO Admin will inform VSK of any changes.

↓

VSK send out a User Guide for them to sign and return to VSK.

d) Foster Carer

A New Foster Carer Starts.

Social Services add the new Foster care to the ePEP system and assign them to the Young Person they are caring for.

Social Services will then inform VSK of the New Foster Carers Details.

VSK send out a User Guide for them to sign and return to VSK.

A Foster Carer Changes due to a Young Person moving Care Placement.

Social Services delete the outgoing foster carer from the child and assign the new Foster Carer to the Young Person they are caring for.

Social Services will then inform VSK of the New Foster Carers Details.

VSK send out a User Guide for them to sign and return to VSK.

A Foster carer changes due to a Young Person Leaving Care.

If the Foster Carer is no longer a Foster Carer to any Young Person and will not be again then Social Services will delete them from the Young Person and then delete them from the system.

If the Foster Carer is no longer a Foster Carer to any Young Person and but will be again then Social Services can delete them from the young person but not delete them so they can be reactivated later

If the Foster Care still has other Young People assigned to them then Social Services will delete them from the Young Person.

In all cases please inform VSK of any changes.

VSK send out a User Guide for them to sign and return to VSK.

e) VSK

A VSK User who is not an Assistant Head has joining.	VSK admin add the new member of VSK staff to the system. VSK Admin will send out a User Guide for them to sign and return to VSK.
A VSK Assistant Head has joined/ left/ moved	If the VSK Assistant Head has Joined VSK admin change the name and email address of the Outgoing Assistant Head to the New Assistant Head in the "About" Section. A new unlock key is generated and supplied along with the U Number to the new Assistant Head. VSK Admin will send out a User Guide for them to sign and return to VSK.
A VSK User who is not an Assistant Head has left/moved.	VSK admin will delete the user from the system if they leave. VSK admin will alter the User in "About" section if they move localities.

f) Others

An Other User has requested to join the ePEP System.	VSK Admin will send out a User Guide for them to sign and return to VSK. VSK admin will add them to the system and provide them with their login details.
An Other VSK User has Left/ Moved.	VSK admin will delete them from the system when they have left. VSK admin will change there details in "About" section to reflect the move.